Break

Going in to trade

More a publishers' launch than a press conference was held at the DES this week, with Gordon Oakes handing out the plonk and plugging the merits of Adrian Bristow's substantially revised paperback *Inside the Colleges of Further Education*. It was first published by the Stationery Office in 1970.

Adrian Bristow is principal of Chester College of Further Education and is a veritable missionary for the FE sector, both for adults and for school leavers. Just what the DES is wanting as its love affair with tertiary reorganization swings into spring.

For Mr Bristow this is the future —and it works. The staff love it. "That is why they come to us from schools, no one ever goes back into school. FE is marvellous to teach in. There are no disruptive or turned-off elements to cope with."

The range of courses—diplomas, TEC, BEC, City and Guilds—are being gradually organized into a comprehensible system, he says. "A" level as it is is fine etc etc. No wonder the National Union of Teachers is getting worried about the whole idea. No one in the DES is pouring plonk down their throats or publishing their panegyrics. And it is the all-through schools which form their power base who stand to lose.

While it was about it, the DES was also pushing copies of the first HMI paper in the new *Matters for Discussion* series, "Ten Good Schools: a secondary school inquiry" (see front page). "And please don't forget to have a look at *Actors in Schools*. It's got some very good stuff in it", was the slightly plaintive plea added (see page 4).

Mr Oakes was talking somewhat ruefully of the battles about representation which have delayed his working group on the maintained higher education service. However, the members are now announced and work starts next week.

Poker faced

In the education section of the Labour Party local government conference at Harrogate last week, one speaker after another was saying, ". . . and I hope the Taylor Committee will recommend . . ." or "we are waiting for the Taylor Committee to indicate" or "Taylor should not flinch from grasping this nettle or else. . . ."

The man who could have told them exactly what the Taylor Committee into the management of schools will recommend, indicate, or not flinch from, sat among them, poker-faced. Tom Taylor, former Blackburn councillor, is already into the third draft of his report. He expects it to be public by April but is unrepentant that this is six months later than was hoped when he and his committee of 12 began their inquiry in the spring of 1975.

"We are taking longer, to avoid any accusations that not everything has been fully looked at", he said enigmatically. This same concern for thoroughness is why he is writing most of the report himself, he explains, and why it is going through so many drafts. He promises two versions, an official one for the DES and one for the man-in-the-street.

The inquiry was speeded up by a decision Mr Taylor made at the beginning not to hear any oral evidence. This was born of his experience on the Public Schools Commission and the Butler inquiry into the police where he found personal testifiers merely went through what they had already submitted in writing. It is believed to be the first government inquiry body to dispense with this form of testimony. They have, however, been on a few progresses to interesting areas to see what is being done.

Mr Taylor has also made a point of going to see Mrs Margaret Thatcher. After all, it may be a right hand and not a left which has to give a firmer delineation to governing bodies than they have at present.

However keen the education world is for the publication of his report, Mr Taylor himself will not be too sorry when this unpaid job is over. He has had to take himself off the strength of the electronic security firm where he is employed and re-offer himself on a consultancy basis to make room for more Taylor Committee activities. And he reckons his 'phone bill has about trebled since he took the job.

Grabs and jabs

Who says thuggery in schools is increasing? Michael Marland, bewhiskered head of Woodberry Down School in North London, says just the opposite.

In his view, heavy duty hoover and beatings up are declining but a new style of viciousness has appeared in the 1970s—"the insidious constant erosion of verbal violence and petty abuse". As a steering of the Institute for the Study and Treatment of Delinquency last week he spent an hour expounding on the horrors that teachers—and children —now have to face.

He illustrated the changing climate by reading out a passage from Laurie Lee's *Cider with Rosie*. A lad who has left his country village returns after some time and is viciously attacked by his old mates. Marland's 16-year-olds were shocked by such behaviour.

They think nothing, however, of grabbing at each other, and jabbing with pens. Girls now take part too, but the biggest threat is verbal violence with seven year olds using obscene language.



"Never mind me, Sedge. Why don't you retire and give someone younger a chance?"

Television plays a part in creating this new and nasty phenomenon, Marland thinks. There is only ever one joke on the box—I insult you and you insult me. Unpleasant incidents in school are sparked off by the most trivial things—like one girl objecting to the way another looks at her or to the fact that the teacher touched her on the shoulder. "The taboos that previously inhibited pupils have now broken down", he says.

Today's troublemaker is likely to have been a troublemaker since the age of six or seven, he reckons. He, or she, is likely to be a poor reader and come from an unhappy family.

The way to deal with the troublemakers is, first of all, to keep better records, says Marland, and to be honest with parents. Children should be referred for psychological help as early as possible, schools should not be allowed to get too crowded, supervision should be improved and the really difficult children placed in a satellite school nearby, staffed by teachers from the main school.

The newsstyle aggro is every bit as bad as the old-fashioned variety, he adds, but it is not the stuff of which headlines are made. "It is too gradual and too pervasive for the newspapers."

Carry on Electra

A special lemon for the longest way of saying "no" goes to the educational psychologist who wrote this letter to a headmaster:

"I am obliged to you for your letter regarding . . ., who is undoubtedly a very severe behavioural problem, and I feel sure is causing considerable disruption of disciplinary requirements at your school.

"I do not for a moment condone her misbehaviour, but if it can help those who are disconcerted by her continued nonconformity, I would suggest that the psychopathology which motivates her infantile abuse and disregard of her teachers' intentions is due to her very poor self-image.

"The deprivation of a father, and subsequently of a father surrogate, make her exceedingly prone to acquire attention, especially from male teachers, by asserting herself by whatever means at her disposal. The choice of her invective vocabulary is again an indication of her failed 'Electra complex', which I feel sure is only too familiar to you.

"Therefore, if she were to be removed from your school, it would prolong her assured therapeutic advantages. She would feel rejected and further be incapable of equating her just deserts with her obvious attempts to gain acceptance.

"I indeed respect your expressed opinion with regard to a solution, but she could not be admitted to . . . because she does not meet the official requirements for such an establishment. May I therefore ask your very kind reconsideration and beg leave to suggest an extended tolerance from those who are exposed to her untenable behaviour for yet a while, during which time I propose to concentrate my clinic's total efforts to achieve a modicum of betterment."

Brief respite?

Good humour, firmness and competence — respectability, in other words — once again prevail on the court of Edinburgh University, according to the university's annual report for 1975-76.

The following bit of effusiveness explains: "The election of Rector (by a very substantial majority) of Mr Magnus Magnusson marked the return to the councils of the university of an element of stability and friendly collaboration which had been sadly missed for some years.

"At the suggestion of the principal, the Rector decided to exercise his right to act as chairman of the court, and under his good humoured but firm and competent guidance that body rapidly settled down to a more confident and effective approach. . . ."

This tribute is of course a swipe at the rectorial tenure of Supermind's two predecessors, the student rectors Jonathan Wills and Gordon Brown (Edinburgh is the only university to have elected student rectors). Their reigns were not remarkable for any niceties and certainly did not provoke such emotive support from the authorities.

The principal, Sir Hugh Robson, a former vice-chairman of the Committee of Vice-Chancellors, and Mr Magnusson seem to be greatly unmoumured of each other's qualities —the principal perhaps assuming that the Rector is really as knowledgeable as he appears on television. Magnusson is undoubtedly a valuable front for the court, chairing it and expounding its views with an effective mixture of charm and arrogance.

Sir Hugh had better not get too hooked on the Magnusson [illegible] Good Humour, Firmness and [illegible] petence since his Rector is [illegible] being mentioned in some quarters as a possible successor to ex-Controller editor Alastair Hetherington, of BBC Scotland.

Baby grows up

The continuing mathematics [illegible] started nine years ago in the flush of enthusiasm for the Cockcroft report and its recommendation that mathematics be compulsory for all sixth-formers, has gone into the "dissemination phase". In other words, £200,000 has been [illegible] developing materials to help sixth-formers studying other subjects brush up or mug up the mathematics they need—and not enough people know about them or use them.

The money came from industry, raised with Sir Frederick Dainton's help, from the DES, the Science Department of Education and Science, the Schools Council and the Social Science Research Council, the National Council for Educational Technology (now the Council for Educational Technology) and [illegible] baby it was.

The baby was born in the euphoria of enthusiasm for individual learning assisted by the latest audio-visual techniques. In the course of the trials in 100 schools and colleges, the teacherless "automatic" came rather unstuck. It seems pupils do not usually manage to learn well entirely on their own. But the basic idea and the individual booklets and slide/tape programmes remain.

Each unit covers one topic, for example, mean and standard deviation in statistics, and is supposed to take an average student about three four hours. Units fall into three groups: remedial; fairly easy, practical mathematics for people doing arts subjects who want to keep their hands in; and specialist mathematics of the kind increasingly demanded for social science, geography and biology at A level.

Spreading the word is now in the hands of the Schools Council. As their fervent hope is that within the next six months word of the project will have reached all those teaching sixth-formers. Not just mathematicians, please note. If pupils who are not doing mathematics as a subject in its own right that they are after. So please write and please contact the Schools Council and then Arbuthnot will be invited to lunch again.

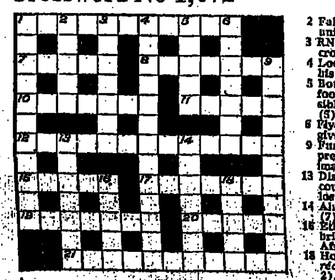
Aristid

Next week

Books: Ivor Crewe discusses two new studies of Marxism; H. C. Dent writes about education in the Second World War and Bernard Davies reviews John Eggleston's book about the youth service; biology textbooks.

TES Extra: Winter sports.

Crossword No 1,072



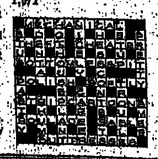
Across

1 Naturally the opposite of cyclones (6, 5).
7 No doubt he's a bit leary (5).
8 Making a corner in fish? (7).
10 F N D in brief (7).
11 Notable grouping (5).
12 Poetical environment of Doon (5, 3, 5).
15 African headwear (5).
17 Takes inflation to great heights (7).
19 Announces the end of the street market (4, 3).
20 Altogether concerned (5).
21 Conduces to a quiet mount (5, 6).

Down

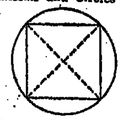
1 After the sot knitting should remedy this condition (6, 5).
2 False turn for a union (5).
3 RN ghost appears to crowds (7).
4 Local railings are in his care (7, 6).
5 Both handiwork and footwork are permissible in playing this (5).
6 Eavesdropper might give us a rise (7).
9 Fundamental for presenting a new image (6, 5).
13 Dishonestly of course ensures a loser (7).
14 Friend of a cleric (7).
16 Ethiopian town brings fuss to West Africa (5).
18 How to produce a *rechauffé* dish (3, 2).

Solution to Puzzle No 1,071



Maths teasers

Quadrilaterals and Circles

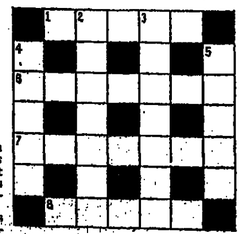


It is obvious that a circle can be drawn through the four corners of any square, with its centre at the point where the two diagonals meet; and so a square is one example of a "cyclic quadrilateral".

Which of these shapes are always cyclic quadrilaterals? (i) a rectangle, (ii) a rhombus, (iii) a parallelogram, (iv) a kite (is, a quadrilateral symmetrical about one of its diagonals) (v) a trapezium (i.e., a quadrilateral with one pair of parallel sides).

Some of these five shapes are not always cyclic quadrilaterals, but could be in special cases: describe the special cases.

CROSSWORD



Preliminary questions: (1) How many lines of symmetry has the black and white pattern? (2) What is the least number of straight lines to be drawn that will pass through the centre of all the black squares? (3) What fraction of the whole square is occupied by black squares? Is this fraction more or less than 1/4, 2/7, 3/11? Which of these is the closest approximation?

Clues

Across:

1. Euclid assumed that it had position but no magnitude.
6. The King and I when made into a film.
7. Everest is in its class.
8. The basis of calculation associated with peace and concord.

Down:

2. A regular polygon whose area is (2+2/2) times the square of its side.
3. Treatment often given to [illegible] testimals of the second order.
4. An aitchless dimension.
5. It can be established mathematically only by logical proof.

D. B. Eppstein

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Independent schools –the hidden subsidy

by Mark Vaughan

Nearly half the education authorities in England and Wales are still taking up a substantial number of places at independent schools. A *TES* survey shows the number of places paid for by l.e.a.s throughout the country is 40,000. The cost: £23m a year.

These findings come as Government pressure builds up on local authorities to curb their spending and eliminate all selection by going comprehensive. The Education Secretary, Mrs Shirley Williams, has herself been questioning l.e.a.s about how many places they take at independent schools, why, and how much it costs.

Her department is now sorting through those replies so far received: eight are still to come. The *TES* survey, conducted this month, had a 100 per cent response and shows for the first time just how much public money is being spent on the independent sector.

Our survey shows that 46 authorities are big spenders on independent school places, 39 take no places at all, and the remaining 19 are small spenders who take only a handful of places.

For each of the 46 big spenders, the average bill this year will be £500,000, and the average cost of each place £575. According to spokesmen for the Ministry of Defence and Foreign Office, central government itself will spend a further £36m on more places.

Top of the league is Lancashire which this year is paying just under £3m for a total of 6,275 places, followed by Cheshire's 3,650 places (£2.3m), Trafford's 2,270 places (£1.2m), Avon's 1,922 places (£900,000), Bolton's 1,890 places (£856,000) and Croydon's 1,686 places (just under £1m).

Nearly three quarters of the 46 l.e.a.s said they could cater for at least some of the pupils inside the maintained sector. Only 13 stated categorically that they could not.

Taking the last intake, in September, 1976, each of the 46 authorities placed an average of 117 boys and girls, or 2.4 per cent of their secondary school population, in independent and former direct grant schools. Figures ranged from Trafford's 10.9 per cent to Kingston upon Thames' 0.02 per cent.

The survey also reveals that four-fifths of the big spenders are Conservative-controlled authorities. Only four are Labour, and three of those said that their system was due to end this year.

Seven of the eight "rebel" authorities who two years ago told the Government they had no intention of going fully comprehensive, appear in the group of 46. They are Bexley, Essex, Kingston upon Thames, Redbridge, Sutton, Tameside and Trafford. Only Buckinghamshire is not.

A TES survey—details page 6

Inspectors wade into mixed ability

by Bert Lodge

Modern language, mathematics and science teaching in many schools are criticized by Her Majesty's Inspectorate in a 9,000-word report circulated last week to chief education officers, teacher training colleges and professional associations.

The report, which is intended as a background to the education debate, will be made public today at the first regional education conference in Newcastle upon Tyne, which is to be chaired by Mrs Shirley Williams, Education Secretary.

In all three subjects mixed ability teaching is blamed as one of the causes of poor achievement. It is particularly responsible for low standards of modern languages in sixth-form colleges, say the inspectors.

Mrs Williams hinted in a speech at Harrogate last month that this was the type of organization the Government was favouring for the 16-19 age-group.

The inspectors also condemn individualized learning, schools which plump for either traditional maths or modern to the exclusion of the other, and they call for some language courses to be based on what the pupils need instead of what they have always been expected to learn.

In science the HMIs are convinced that schools could do better by having a unified programme instead of the traditional separate subjects and by recruiting many more teachers who have had a few years in industry.

In a letter accompanying the report, Miss Sheila Browne, chief HMI, acknowledges the good work

continued on page 3

Gospel truth

Patricia Rowan examines the issues surrounding the sacking of an RE teacher who told children Genesis was true page 5

On from the basics

Virginia Makins continues her survey of developments in junior schools pages23-25

Still in shadow

Bernard Davies writes about the elusive nature of the youth service page 26

Year of disaster?

Kent's chief education officer urges the DES to reverse its policy of college closures while there is still time. page 15

Extra: Winter sports 35-38

Anthony Crosland: education minister who shaped a decade's development



[illegible] Minister of Education since the end of the Second World War brought a better [illegible] to the Department of Education and [illegible] than Mr Anthony Crosland. There [illegible] be many in the world of education [illegible] would want to join in the expressions [illegible] sympathy and deep regret which his [illegible] and serious illness has evoked. As [illegible] to press, the news is that Mr Crosland [illegible] dangerously ill, and that his prospects [illegible] continuing as a Cabinet minister are [illegible].

Mr Crosland's great contribution when he was Secretary of State for Education between 1965 and 1967 was to encourage a rational discussion of policy within the framework of the prior objectives which his political philosophy demanded. He was a minister who won the admiration of his civil [illegible] by his capacity to read and to [illegible]; to evaluate the advice he received [illegible] then lay down the lines of policy he [illegible] to pursue, with clarity and conviction. [illegible] care with which he prepared the [illegible] for Circular 10/65 and the first [illegible] drive towards comprehensive education carried his hallmark. He did not persuade everybody, but he preserved more common agreement than any of those who followed him till now, 10 years later. Mrs Shirley Williams is setting out to build a new consensus. In the course of doing this she is deliberately muting the rhetoric about social disadvantage and positive discrimination—rhetoric which Mr Crosland helped to unleash, but later recognized as overstating education's potential as an instrument of social reconstruction—and reaffirming a deeper common concern about standards and competence. Perhaps it is significant that it takes one of Mr Crosland's kind of social democrats to execute this delicate manoeuvre; what is acceptable from Mrs Williams would not necessarily be acceptable from a dull dog like Mr Mulley.

Ironically, it was one of Mr Crosland's greatest achievements which has contributed more than somewhat to the present discontents. Nobody did more to beat the teacher shortage, expanding the colleges, recruiting the married women returners, whipping in the mature students. It was not his fault that when success crowned his efforts, and it became clear in the early 1970s that a surplus of teachers was in sight, Mrs Thatcher found the short-term political difficulties involved in turning off the tap too great, and left the odium to her successors.

Mr Crosland's departure will leave a gaping hole in the top leadership of the Government. It could well have repercussions on the DES if Mrs Williams is now projected into one of the senior positions which will fall vacant in the reshuffle. This would be a bad time for a change at Elizabeth House. In five breathless months Mrs Williams has set in train an energetic programme of policy-making and consultation. It certainly is not self-evident that only she could carry it through, but someone like—say—Mr Roy Hattersley would have his work cut out to follow her.

No comment

Mr D Jones
Craft and Design Adviser
Bradford Education Authority
—from envelope received at Bradford education office.

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HMI's thunderbolts

The HMI appraisals of the problems in languages, mathematics and science (page 1) make gloomy reading. This is not because there is anything surprisingly new about the difficulties and failings it identifies. It is because when HMI says things are bad—as bad as people say they are—its opinion has to be treated with seriousness. Individual heads and teachers, parents, employers and politicians can all to some extent be brushed aside as subjective, partisan and more or less ill-informed. But, for all their failings, no one is better placed to know what is going on than the HMIs.

The picture which emerges is a negative one. This is not surprising since the Inspectorate was asked to prepare short papers setting out the problems. This it has done in no uncertain terms. Staffing shortages, organizational changes, new curricula have all combined in the Inspectorate's view to produce a muddled scene in which continuity is lost, time wasted, and children are not realizing their potential.

The mathematics and languages summaries are particularly depressing. That on science altogether more warm-hearted despite criticism about sex discrimination and the lack of science in primary schools.

While damning documents from the Inspectorate are not in themselves unknown—particularly if you take the long view—they have not been set before so wide a public in so brief, unadorned and unqualified a form. While many may welcome the return of HMI to the tradition of stinging honesty, others will certainly be startled and many may be considerably annoyed.

No wonder Miss Sheila Browne, senior chief inspector, took the precaution of sending out the papers through the traditional channels earlier this week so that the professionals did not get too nasty a shock when handed them at Newcastle this morning.

For all the gloom, the temptation to apportion blame has been avoided. Furthermore, though the papers are intended to summarize problems, they also contain some tentative suggestions for remedies. Continuity is seen in all three studies as the most important element. In mathematics this produces a clear hint that commonly agreed goals are needed for various ages, accompanied by outlines of the possible range of achievement at those ages. In languages, there is the suggestion that French be dethroned and the interesting idea of giving those who will leave at 16 special crash language courses in their last two years rather than force feeding them in the first two secondary years and then abandoning them. In science there is discussion of the need to consolidate the numerous science-related courses which have developed in some schools into a basic combined science core which would not be so subject to sex stereotyping.

Is it too much to hope that rather than react with fury at such searing stuff, teachers, heads and administrators will take up the invitation from Miss Browne which accompanied the papers when the advance copies went out at the beginning of the week? She asks for meetings at which teachers and administrators at all levels can pool their growing body of expertise to overcome these failings.

From the tone of those letters it would seem the Inspectorate is aware both of the dangers of high-handed prescription from Elizabeth House and of the work that has already been begun locally; that they realize time is short but not so short that discussion in seven one-day public meetings can be regarded as in any sense enough.

Inner city blues

"Save Our Cities" was the dramatic title of a conference in Bristol last week, laid on by the Gulbenkian Foundation and *The Sunday Times*. It was a depressing occasion, not only because of the subject, but because of the lack of focus of much of the discussion. Mr Gordon Oakes's contribution (page 3) was one of the better ones.

For the rest, it is enough to say that a few attempts—notably by Professor Murray Stewart of Bristol University and Mr Reg Freeson, Minister of Housing—to start any discussion of practical possibilities for inner city regeneration were mainly swept aside in disconnected bits of rhetoric.

It would be easy to make fun of the whole event—the attempts of some (not all) community action people to stage a confrontation with "the establishment" and the programme note that the sherry was provided by Harvey's of Bristol (Publicity in poverty). The real trouble was that the whole attempt to discuss the centres of large conurbations as a self-contained topic, with definable solutions, made no sense at all.

Tower Hamlets and Liverpool may be victims of similar economic forces, but their specific problems and possibilities are very different. And pockets of Brent and Nottingham can match the deprivation of Inner Birmingham.

Employment, probably rightly, was the nearest the conference got to finding a focus. But there was not much meeting between those who saw the solutions in small businesses and those who wanted to force multinational companies into social accounting when it came to decisions to lay off thousands of workers.

There was little hospitality for the notion that private capital could lend a hand—perhaps not surprisingly, when Mr Peter Shore's idea of "partnership" seems to be consultative committees between central and local government. And in spite of all the experience of past decades, there were few challenges to the implicit notion that the way to deal with planning blight is more planning.

What did become clear is that we are facing a world-wide phenomenon, that economic revival will not necessarily make the problem go away (indeed, according to Dr David Eversley, it would probably force the remaining labour intensive industries in cities to modernize or die) and that (as Mr Peter Walker took some pleasure in pointing out) there is little political mileage to be made out of expensive attempts to regenerate the cities before social unrest makes them inevitable.

The most that can be said is that there are large local variations between cities, and that no magic formula would work for all of them. Local solutions are needed—whether they are based on public or private enterprise, on planning or self-help.

Meanwhile, the main programmes of government—housing, education, social services, transport, health and employment—need hard examination to see why in city areas their services fail so dismally in spite of the expenditure of millions of pounds, and why the armies of professionals they employ have so little impact on the ground. Here the experience of community workers in encouraging the clients (or victims) to articulate what they want, and to say how they view the services, has a large part to play.

Meanwhile the publicity about city disaster areas feeds on itself, making it even harder for those on the ground to attract the investment needed to turn the local economic tide. The best thing about the Bristol conference is that it will be a long time before anyone dares to convene another such occasion.

Can choice between schools remain the main way of giving parents their say?
This week AURIOL STEVENS looks at the implications of parents' choice.
In a second article she will examine other ways of meeting their demands.

Whose choice anyway?

Today the Great Debate road show sets out for the provinces in search of the people's views. Just one of the topics on which they have a view is the role of parents.

It remains to be seen how far eight short, carefully stage-managed conferences can get in tackling any of the questions being asked—particularly when they are questions on which the professional groups have strong views—let alone throw much light on the part parents play. But that does not make the question less important.

In this article I want to discuss parents' right to choose their children's schools—the principle to which lip service has traditionally been paid within the mainstained system. In a second article I want to examine other ways in which parents' legitimate concern with their children's education might be met.

Parents' rights at present are legally mainly confined to their right to choose between schools—and even in law that right is subject to other considerations such as cost to the authority and the suitability of the child.

In practice, geography, the 11-plus and pressure on accommodation have combined to make it a severely limited right for most people. Even areas where this was not on the face of it so, authorities have had to use other criteria than parental wishes for deciding which children should be admitted to an over subscribed school.

Parents, being realists, have for the most part chosen the most acceptable of the possible rather than theoretical alternatives, tailoring their preference to the authority's criteria and, sometimes manipulating those criteria; for example, by saying a preference for a girls' school because they know the local girl's school has a better academic reputation than the mixed school down the road. But for all that, more than 1,000 appeals a year against L.e.a. placements go to the minister under section 68 of the 1944 Education Act.

Recently things have changed in such a way as to make more choice possible and to make people more anxious to use it.

The school population has begun to fall. Already in primary schools throughout the country there are more places than children. In London, for example, the existence of places elsewhere allowed parents to withdraw their children from William Tyndale School, which was the first sign that something was wrong there.

Now in the inner cities where migration compounds the effects of falling birth rate, the surplus of places is beginning to affect the secondary schools. In one of the divisions of inner London there will, in September, 1977, be places for the equivalent of 13 more forms of entry than the number of the children transferring.

Furthermore, the ending of selection in many areas, is removing a previous limitation upon the choice available to parents of less clever children. As the grammar school "option" has closed, the paradox is that the range of ostensibly "suitable" schools has widened.

These factors combine to provide scope for much greater volatility at a time when parents are showing more interest and inclination to assert themselves. Those whose natural "choice" would have been the grammar school are now faced with making more complicated and subjective calculations.

There is also a very real air of public discontent with the poor performance in the maintained sector. And there is a quite extraordinary buoyancy in the applications for places at independent schools—in defiance of the pressures of inflation which have eroded the real incomes of the traditional independent school clientele to a disproportionate extent. In short, the parents' vote has become something to be pursued, wooed and captured by politicians of all complexions.

At the same time the parlous state of the economy producing cuts in public spending and pressure on local authorities through the rate support grant, has placed a growing premium on maximum administrative efficiency and the careful use of resources. Authorities are in no position to adapt their education service to rapid changes in parents' wishes by expanding this popular school or channelling extra resources to improve that unpopular one.

Three years ago, in the *TES* (April 12, 1974) Mr W. E. D. Stephens, then chief education officer for Waltham Forest, exposed with crystal clarity the prevailing nonsense surrounding the idea of parental choice of schools, and set out the administrators' case against it. The idea was, he argued, largely used as a euphemism for more selective education. Choice did not exist for many and where it did exist it was almost certainly harmful to the welfare of the majority of children.

Already, he argued, with only a few, articulate parents choosing to exercise their right, some schools are more in demand than others—because they are socially more agreeable, or academically more successful, or because the head is a better salesman etc. As a result one of two things happened—both of them a denial of parental choice.



Either the authority intervened to limit admissions by some means publicly recognized as fair and consistent with their education policy—increasingly frequently a comprehensive policy—namely they introduced catchment areas. Or the lea or head teacher did the selecting of pupils from among the applicants on criteria other than parental wishes, a process likely to lead rapidly to the establishment of a pecking order among the local schools with the most desirable children attending the most sought after schools and the rest shoved off elsewhere.

That, Stephens argued, was manifestly not in the best interest of the rest. Tightly zoned neighbourhood schools were in his view preferable, the zones being flexible and frequently adjusted so as to counteract at least to some extent the pecking order which that system also inevitably creates (people frequently choose their house because it is near good schools). To Mr Stephens's view extending parental choice between schools could only make things worse.

That extension is now willy-nilly taking place, and, while that may be music to the ears of exponents of the voucher system, it is a nightmare to administrators with scarce resources and a responsibility to provide adequately for all the children.

Far from providing more to cater for fluctuations and fashions in schools, authorities are in practice going to have to shrink some schools and close others as numbers fall. And they are going to need a certain amount of control to do this in an orderly manner.

There is no logical answer. Parents may make for difficulty, they may be subjective, they may be out to secure particular advantage for their children, but to deny them any part in those children's education would be a monstrous act of tyranny. It is a matter of balancing conflicting claims, of attempting to produce a modus vivendi which reconciles as far as possible individual liberty with an effective education for the majority—the old nineteenth-century liberals' point of the greatest happiness for the greatest number.

The growing hope among administrators at least is that the irreconcilable may perhaps be brought together if in the course of the next two months' discussions two things can be done. Public discontent must be defused—and the parents' role thereby neutralized—by demonstrating both the will and the ability of professionals to improve standards generally. And secondly, parents must be shown that they can be involved in other ways than simply in choosing schools.

If this were done it would then be possible for the DES to provide much firmer support than it has in the past for authorities who subordinate parental choice between schools to the exigencies of administrative and economic efficiency in a declining market.

The recommendations of the Taylor committee will, by all accounts, provide the blueprint for building lay participation and even control into the running of schools. The current debate is supposed to generate recommendations conducive to the improvement—both real and perceived—of standards.

The DES has meanwhile upon the stocks the revised Manual of Guidance to local authorities and governors of voluntary schools on the admission of children to schools of their parents' choice. Clearer guidelines in this area are what the authorities need. They have not been revised since 1950.

Apart from fairly minor reservations—and some not so minor concerning London which are not relevant to this discussion—the local authorities were on the whole pleased with the greater clarity of the new guidance when it went out for consultation last spring compared with the old. Gone are the specific obligations to respect parents' preference for single sex schools or for religious schools.

The guidance spells out clearly how an authority may declare a school full and be upheld, how it may reduce class sizes below 30 throughout its area and be upheld, even when this involves excluding children from a popular school when that school's intake is lower than before. (It can only do this if the smaller class sizes apply to all its schools as Cumbria found recently to its chagrin.) Cast in short, is the principal qualification to parental rights and cost includes efficient use of resources.

The churches not surprisingly were not pleased and have protested strongly and discussed at length the exclusion of denominational colleges as grounds for accepting a parent's choice. Their opposition probably largely accounts for the delay in issuing revised guidance. Their stand after all will probably attract a considerable support.

Even if the guidance were issued in its present form, authorities are unlikely to have the resources to reduce class sizes substantially. They are more likely to cut the number of reception classes both in primary and secondary, and even to close schools.

This too requires firm backing from the DES in dealing with "save our school" protests aroused by section 13 notices. And giving such backing can be difficult when protestors—and the skills of public protest are reaching new levels of refinement—make concern with standards, or with smallness or with a sense of neighbourhood identity their rallying cry. (St Marylebone Grammar School, the most prominent recent appellant against section 13 notices, is indisputably a good school, much better than many which the ILEA is not planning to close.)

Such firmness both in the case of limiting choice and in confirming closures would amount to government endorsement of the development of a pattern of neighbourhood schools which allow very little scope for parents to choose in the traditional manner. The political judgment that politicians will have to make, as a result of the regional meetings will be whether they can secure consent for such a policy. And that will depend on the credibility of the rest of the package.

MSC finds stopgap jobs for teachers

Temporary teaching jobs are being created by the Manpower Services Commission as part of its short term measures to relieve unemployment. They are going mainly to newly qualified young teachers unable to get a normal teaching post.

The teachers will provide remedial teaching and guidance for school leavers and other young people who are themselves doing temporary jobs provided under the commission's £105m job creation scheme. They will have the same status as their pupils and, like them, be paid the recognized rate for the job. In the case of the teachers it is the second incremental point of scale one.

The scheme originated in Scotland, where about 1,400 teachers are now being employed for up to a year each on a series of projects administered by education colleges together with the Scottish Education Department but approved and financed by the commission. Now projects are under way in England and Wales, among the first of which is a scheme in Merseyside sponsored by the careers service. Young teachers there are receiving on-the-job-training from careers officers so that they can give information and advice to young people who will be hunting for work again when their present subsidized jobs come to an end. The teachers are also giving instruction in basic subjects, mainly by individual tuition or to groups of three or four youngsters.

Mr John Cassels, the MSC's director, has told a group of MPs that the commission had moved into this field because it wanted to do something to improve the basic skills of the very high proportion of youngsters in job creation projects who had left school without any qualifications. At the same time, the commission felt it was urgent to do what it could for the very large number of trained teachers who were emerging from the colleges with no prospect of a job.

Giving evidence to the Select Committee on Expenditure subcommittee, which is inquiring into the employment situation, Mr Cassels agreed with the chairman, Mrs Renée Short, that it was odd that the commission was finding it necessary to employ out-of-work teachers to try to help the failures of the school system at a time when the Department of Education and Science was refusing to let education authorities employ more teachers to reduce class size.

Mr Cassels told her: "I wish I could refute your argument but it is an accurate description of the situation." But he jibbed at her tongue-in-cheek suggestion that the Department should be made to atone for the education service's failures by taking over the task of carrying out the job creation programme. Mr Cassels said: "If what has been said is true then it would be rather odd to give further responsibility to the very people whom you are saying cannot run the school system properly."

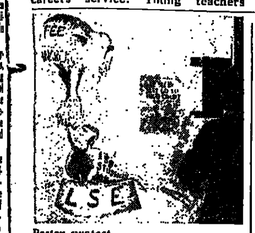
Nearly 1,400 young teachers have been found employment in job creation projects, but most of them until now have been used for various kinds of community or youth work rather than to teach other JCP employees. The Merseyside scheme employs 284 teachers.

Mr Tom Black, a senior MSC executive who helps to run the programme, says that many other projects have had to be turned down because they would infringe a basic rule—that nobody can be employed on a JCP basis to do a job which would normally be done by an ordinary employee, such as running, say, a truancy centre.

Even where the JCP teachers are being used to help fellow employees, care is being taken to ensure that they do not give formal instruction of the sort that can be provided by further or adult education classes, or by basic literacy programmes.

They are confined officially to coaching on a tutorial basis, to "top up" what school leavers have already learned or to improve their life skills; and to advise them on what they should do to improve their education or training. An important function is spotting youngsters with serious literacy or numeracy problems, and referring them to remedial services.

Mark Jackson



Poster protest

Sit-in students defy threat of court action

Students at the London School of Economics occupied the school's administrative buildings this week in protest at higher fees despite the director's threat to seek a High Court injunction.

Professor Ralf Dahrendorf warned the students on Monday that, if they did not leave the building within 48 hours, he would be forced to take legal action. But an emergency meeting of the court of governors' standing committee before the 48 hours was up decided that first they should try to solve the dispute internally. Professor Dahrendorf explained that if fees were not increased the LSE would have to find £1.16m and create massive redundancies.

Sit-ins over tuition fees have already taken place at a number of colleges throughout the country, including the University of Manchester Institute of Science and Technology, the School of Oriental and African Studies, London, Middlesex Polytechnic and Salford University. Sit-ins are currently taking place at Brighton Polytechnic, and Newman College of Education, Birmingham, and are planned at Essex University—*THES*.

Avon top job back on market

Applications are again to be considered for the post of Avon chief education officer. And the authority has promised an immediate review of its corporate management structure and the problems this has raised in the education service.

When Mr Derrick Williams resigned as CEO last October he said it was because Avon's version of the corporate management system prevented any effective direction of the education service.

The Society of Education Officers advised all members to check with them before applying for the job when it was advertised. They did not consider that the specification cleared up any of the doubts raised by Mr Williams.

Now additional information is being sent to all who originally asked for application forms. The new applications will have to be in by March 1.

The SEO have been assured that the new CEO will be given a free hand to reorganize his own department within the arrangements agreed at his appointment.

Inspectors wade into mixed ability

Continued from page 1

done in schools but explains that the inspectors' brief was to concentrate on problems.

"The criticisms are meant to be provocative, but I hope the reaction will be constructive", she said

The Inspectors found that many language teachers, traditionally from grammar schools, were defeated by the extended range of ability they had to cope with after their schools went comprehensive.

Where mixed ability teaching was introduced as well "in many schools there is under-performance at all ages and all stages. At sixth form level latent powers of independent work and thought are rarely stimulated. This situation may exist perhaps to an even greater extent in sixth form colleges where heterogeneous sets of students with differing needs may be treated as though they have similar problems and abilities."

In mathematics the inspectors found the outcome of mixed ability groups was often "limited modes of teaching, with excessive use of worksheets which may enable the weak to survive, but which is not conducive to classroom discussion of quality".

Mixed ability teaching has accentuated the problem which secondary mathematics teachers have complained of for years, that of receiving children from primary schools with widely differing mathematics backgrounds.

Guidelines to ensure a more uniform core of knowledge should be coordinated at national level. HMI provisionally suggests a series of meetings for "a joint exploration of the problem of continuity in its many forms".

The report concludes that mixed ability teaching in science is an extra burden on teachers "however willingly some of them, not by any means all, see it as an ideal".

But it is towards the teaching of mathematics that most of the HMIs' criticism is directed. While acknowledging that there are strong arguments for organizing classrooms so that pupils have more opportunity to learn by methods more in tune with their own outlook and cast of mind, "individualized learning at the moment too often means merely proceeding at one's own pace.

"Apart from the difficulty that 'own pace' can become 'snail's pace', the bigger problems of individualizing modes of learning have hardly been tackled. Individualized learning can give a low status to language and to learning by the spoken word."

They challenge the dichotomy assumed to exist by many schools between traditional and modern syllabuses. And they are critical of schools for not aiming both at the basic skills and the understanding of number.

"Modern mathematics" means different things in different places, says the report. In any case, "where there is comparative evidence . . . there appears to be very little to choose between the attainments of those who have followed traditional or modern courses".

The new methods have been advocated for many years by teachers and educational writers. "The debate is not so much about the desirability of these aims as about their feasibility, given the available teaching force."

Some maths teachers need to be reminded that the time is rapidly passing when there is a market value in being able to calculate without necessarily being able to interpret the results. And "there is far too little attempts by mathematics teachers to take mathematical skills into other subject areas and apply them".

Science teachers are faced with a particularly demanding situation—major changes in content and methods of the traditionally named physics, chemistry and biology, reorganization of secondary schools so that teachers accustomed to only intellectually able pupils are now faced with an all-ability range, mixed ability groups, pressures to exploit new technology and, the impact of the Health and Safety at Work Act. "While staffroom colleagues are subjected to most of these pressures the scientists are subjected to them all."

When the shortage of laboratories and storing space is added to these "it must be a cause for congratulating science teachers that in the main they go on doing the job as well as they do".

But criticisms are spelt out: from higher education about the variation in content coverage, from parents, about the differences in provision in different schools, and from employers, about school science not having enough industrial application.

And there is criticism from many, "that standards have declined coincidentally with the introduction of comprehensive schools and of mixed ability teaching".

While recognizing that science teachers at secondary level try to find a course which their pupils will enjoy and which will provide them with useful qualifications, the inspectors ask if this is the sensible way to go about it.

"Would it not be better to have a unified science course which taught the basic sciences of physics, chemistry and biology, augmented by units or modules which allowed for some treatment of how, together with other disciplines, they make their impact on the environment, society and engineering?"

They conclude that school science could make a better contribution than it does, despite the reassuring evidence of quality in sixth-form science. While chemists and biologists have never been in serious short supply, and while the shortage of physics teachers shows signs of ending, schools lack teachers of high quality to teach unified sciences courses.

"To meet the demands for a more technological slant in science courses the schools badly need a greater proportion of technologists or of scientists who have had substantial experience of working in industry.

Oakes Committee gets its brief

The constraints under which the Oakes Committee on the management of higher education is to work were outlined in a Government paper for the committee's first meeting this week.

Separate systems of universities and polytechnics will remain, it said, and local authorities will still have a role in higher education.

Relations between central and local government, including finance, will also stay as they are.

To begin with, the group should concentrate on the present arrangements for financing higher education, the relationship between the authorities and the institutions and the respective responsibilities of authorities, regional and national bodies.—*THES*.

European structure

A decision on the future structure of the Council of Europe's educational division (*TES*, February 4) has been postponed until the autumn. A recent meeting in Strasbourg of the Council for Cultural Cooperation decided to take further soundings.

EEC drops migrant staff plan

A plan to import teachers to instruct children of migrant workers in their mother tongues has been dropped by the European Economic Community after strong criticism from European teacher organizations.

In a revised draft directive on the education of migrant workers' children, member states of the EEC are required to "take appropriate measures to promote, in coordination with normal education, teaching of the mother tongue and culture of the country of origin".

But the Department of Education and Science explained this week that the provision did not confer a personal, individual right on migrant workers from countries within the EEC to be taught the language and culture of their origin. On the other hand, it was no part of British policy to distinguish between migrants from EEC countries and others.

When an improvement in the education of migrant workers' children was first suggested in December, 1975, as binding policy on member states, the National Union of Teachers pointed with alarm to the cost and the implications for the traditional autonomy of schools in the United Kingdom decentralized system.

"The new draft directive is much more realistic and in accordance with NUT views", said Mr Fred Jarvis, NUT general secretary, this week.

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Graduates need twice as much training

by Bert Lodge

Some graduates need twice the usual amount of training before they are fit to teach, says the National Union of Teachers in its contribution to the education debate.

The union advocates a four-term postgraduate certificate of education or, in some circumstances, a two-year PGCE course for "students who have passed a degree subject with little or no application to the needs of schools".

Mr Arthur Jarman, NUT education official, said the union had in mind degrees in such subjects as philosophy. He also pointed to the lack of application of many degrees to teaching in primary schools, where more graduates were now going.

Two factors which influence teacher training are causing the NUT concern. These are the desire to provide courses which allow students to delay as long as possible a commitment to teaching, and initial training in institutions not solely devoted to teacher training where the education element is added to the end.

"Both factors can have the effect of diminishing the professional content of teacher training courses", says the union.

A specific grant to ensure that local authorities spend enough money on in-service training is desirable. A third of the time allocated to it could be spent on long-term courses away from the school. All in-service training should be coordinated at national level.

The union has serious reservations about the assessment of schools and teachers by visiting inspectors with little or no first-hand knowledge of the problems of the schools and the communities they serve. The 1944 Education Act, it says, contains sufficient provision for obtaining reliable information about the performance of the school system.

● An annual review of school performance carried out by governors, teachers and the local education authority, is recommended by the National Association of Inspectors and Educational Advisers. It also calls for a review of standards, locally by l.e.a. inspectors and nationally by HM Inspectors.

The NAIEA represents 2,400 local authority advisers and inspectors.

● The education debate is a potential exercise in mystification, says the Association of University Teachers. This is because of the gap between the knowledge and experience of the professionals and the comparative ignorance of the layman.

In a memorandum to the Secretary of State for Education and Science, the association says that considerable effort is needed to inform the public of the issues involved in curriculum planning.

"The placing of the so-called 'progressive' teaching methods against the so-called 'traditional' methods as though the two were mutually exclusive should be vigorously opposed throughout the debate."

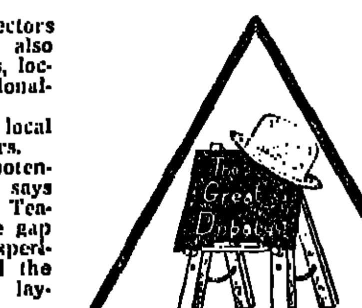
Instruction and testing in English and mathematics to as late a point as possible is recommended. Foreign languages and science should also be studied longer.

● The Trades Union Congress regrets that education debate is not to include independent schools, which have a "major role in educating the decision makers for many British institutions". Some of the failures of British industry "may well reflect the inadequacies of the private sector and the attitudes which it generates".

● First hand experience of the world of employment should be part of every teacher's training, according to the Confederation of British Industry. The retraining and updating of science and maths teachers should draw upon industrial sources for realism and relevance.

There is a strong case for industry and education to fix at local level what basic standards of knowledge and skills employers could reasonably expect from school-leavers.

While employers must be more willing to say what they want from the schools, teachers must be correspondingly more willing to accept the validity of the employers' views and respond to them. But employers do not insist on young people being pretrained for industrial work.



● Further education teachers acting as itinerant specialists for local schools short of certain subject teachers are proposed by the Association of Polytechnic Teachers. This is the only way a core curriculum could be introduced at the present time.

● The Association for the Teaching of the Social Sciences says that social studies is one of the few subjects which has attempted to make the meaningful connexion between education and everyday life now demanded. Patterns of work and leisure will require a population which is more than just literate and numerate.

Anthropology, economics, politics, psychology and sociology should have an increasing place in the curriculum.

● Urging the case for changes in exams for sixth-formers, the Schools Council says their expansion in number and in the breadth of the ability range is fundamental. To meet the new circumstances it proposes a broadening of the curriculum, a reduction in specialization, and delay for as long as possible of the pupil's choice of specialist subjects with career implications.

● The Headmasters Association views with alarm the possible introduction of sixth-form and tertiary colleges on a large scale. No one pattern, it says, can yield a universally satisfactory answer. Instead, it calls for local solutions and the retention of the traditional sixth form (see letter, page 20).

In a qualified welcome for new ideas on measuring attainment in schools, the association says it would be glad of new methods providing they were in the hands of professionals. "We are not likely to welcome attempts by amateurs, whether politicians or industrialists, to lay down arbitrary criteria with lists of traditional factual material to be learnt by all."

It is anxious, however, to avoid tests that are likely to discourage rather than act as a spur to further effort.

● From the Association of Assistant Mistresses comes a call for more school-based in-service training and for the closer involvement of Her Majesty's Inspectorate in the assessment of new teaching methods and organization.

"Their advisory role is invaluable to teachers and to national and local government. We would wish to see their position as national advisers strengthened."

The association wants an all-graduate profession and initial training courses with a strong professional element, which would offer opportunities to study the ways in which children learn and to practise the craft of teaching.

● The Universities Council for the Education of Teachers sees in the declining intake an opportunity for improving the quality of teachers. It would like the certificate to be phased out as soon as possible and a substantial increase in the proportion of students taking the four-year honours BEd course.

● From the Assistant Masters Association there is a plea to raise the entrance requirements for teacher training, to insist that all entrants holding special qualifications acquired before January 1, 1974, should complete a course of professional training and to involve teacher training staff in the work of schools as a regular commitment.

It wants all schools to adopt standard tests for English and mathematics and to reintroduce annual examinations for all pupils over the age of 11.

L.e.a.s told: 'give blacks a chance'

by Mark Jackson

Pressure is mounting on local authorities to run special education training programmes for black and other ethnic monorities. Government bodies are telling them that something must be done about the growing queue of Asians and West Indians who are unable to get into further education colleges.

Nationwide surveys by the Community Relations Commission suggest that existing places on low level FE courses—mainly O level English language, and pre-nursing—could be filled twice over by minority group school leavers. One Midlands city reported that it was having to turn away four applicants for each one it placed.

The Manpower Services Commission has drawn attention to the special difficulties of untrained black youngsters, and the Department of Education and Science has asked its inspectors to try to persuade education departments to do more for them.

While a few authorities, like the Inner London Education Authority, are already running special "segregated" courses, most say they are frightened of falling foul of the law by appearing to operate racialism in reverse.

But at the Community Relations Commission's annual further education conference this weekend, Mr David Lane, who is to be chairman of the new Commission for Racial Equality, will make it plain that their fears are groundless. The new Race Relations Act spells out that special facilities to help disadvantaged groups are not illegal discrimination.

The Act does not become operative until some time in the spring, but the CRC says that there is nothing in practice to stop education departments from starting courses now.

PERSONAL COLUMN

Gerry Fowler

Over to Betty Lockwood

It is now reported that the Secretary of State is determined that the burden of further expansion in higher education shall be carried by science and engineering departments. Granted that there is little expansion in the near future, the swing away from the arts may mean a real as well as a relative cut.

Institutions, Mrs Williams is reputed to have said, will be actively discouraged from running courses which attract few students—but only, it would seem, arts and social science courses (relatively cheap), and not science and technology courses (often very expensive). Well, I suppose that any evidence to support the thesis that we are short of good managers in Britain is welcome, but I would wish it were not of that ilk.

Let us ask first why we are supposed to need more scientists and engineers. It seems that they all, in some obscure fashion, contribute to the needs of the economy, and especially of productive industry, in a way that arts and social science graduates cannot.

Would some kind soul tell me of the economic contribution made by astro-physicists in recent years? Or of those working on nuclear fusion? Or by the radio astronomers?

This is in no way to decry the activities of the pure scientist. They are as worthy of support in a liberal and civilised society as are those of the artist, the literary critic, or the Byzantine scholar. But we should not deceive ourselves that in some undefined way they must make a greater contribution to economic expansion or efficiency.

Perhaps then the key lies in the encouragement of applied science at the expense of all other disciplines? But that thesis will not stand up either. We are said to be producing too many civil engineers for the market to absorb.

The 1975 Chilver report to the Institution of Civil Engineers was largely concerned with the restriction of intake into the profession. The market is perhaps the only objective guide to true requirement, and it is notorious that engineers in general are in Britain less well rewarded than some other professions and in other developed countries. Is that evidence of a shortage?

It remains true that we are short of enough good engineers, if merit upon entry to employment be measured by academic achievement hitherto. But there is no evidence that the average quality of graduates in a discipline is improved by an expansion of the number of places available to read that discipline.

It remains true, too, that we are short of graduates in specific branches of engineering—production engineering is perhaps the best example. But nothing suggests that a general expansion of engineering departments will attract a greater number of the more able to the least popular among them.

Nor is it only among engineers that one can discern a shortage of highly qualified manpower in British industry. Despite the relatively strike-free record of the last 12 months, I imagine that few would claim industrial relations as one of the great glories of modern Britain. Here graduates soundly educated in the applied social sciences are more likely to help than engineers.

Similarly, no one is likely to be transported into ecstacy by our achievements as a nation in export marketing. Here an understanding of the product (implying some engineering knowledge) is an advantage; but so, too, is linguistic ability, and in remoter areas some grasp of the culture of the land in which one is attempting to sell. Within the conventional academic divisions, that sounds to me very much like the applied arts.

The applied arts include industrial design, where again our overall record in the post-war period is less good than that of many of our foreign competitors. But that demands a background in fine art, even if some knowledge of the engineering of the product is also an advantage.

Finally, if we are to become more efficient as a nation, we must look not only to improved performance in manufacturing industry, but also to the better use and management of resources in every sector of the economy, including the public services. Money saved is money earned. But three-quarters of our social workers are untrained. Most educational managers are trained in teaching, but not in managing. The professional training of civil servants remains, despite Fulton, singularly poor. But it is not the scientists and engineers who can help us to solve these problems.

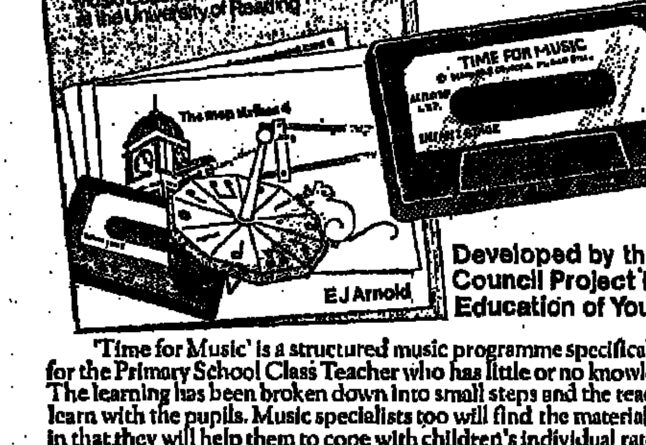
What I fear most is that we shall once again assume, as we did in the mid-1960s, that increasing the number of science places available in higher education of itself ensures the supply of good candidates to occupy them. We know that it does not.

The answer to the supply problem lies partly in the schools and the colleges or departments of education, where we must seek to develop greater understanding of industry and of the role of applied science in economic development. It lies partly in industry, which must seek more actively to attract and recruit the most able of our young people. Merely to increase the number of places in science and engineering before we have the able applicants to fill them can only lead again to that waste of resources on, a non-productive activity which is a conspicuous feature of the British disease.

Our most flagrant squandering of talent lies in our failure to recruit girls to those studies leading to an engineering or industrial career, and to engineering in particular. Mrs Williams is reported to accept the inevitability of a decline in opportunities for able girls if arts courses are pruned. Sir Fred Dainton is said to maintain that the universities cannot undertake remedial work. The use of pejorative words will not make the problem go away.

We lack a constructive programme for the extension of the educational and career opportunities open to girls. It should embrace not only the school curriculum, but also conversion (not remedial) courses in higher education. If Mrs Williams and Sir Frederick will not help, perhaps we must look to the Equal Opportunities Commission. Betty Lockwood, now is your moment.

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EJ ARNOLD



The case of Mr David Watson, the religious education teacher dismissed from a Hertfordshire school for teaching a literal interpretation of Genesis, is not just a story of one man's conscience versus the l.e.a.'s agreed religious education syllabus.

It raises also the question of who has the last word on the curriculum —the teacher, head, governors, or even the pupils themselves—and the principle of where a teacher must draw the line between his personal beliefs and professional attitudes.

Although the row centres on Mr Watson's refusal to accept two paragraphs of the agreed syllabus, which he did not even see until nine months after his appointment, his dismissal was confirmed on the grounds that he did not accept the authority of the head and governors over curriculum. And the dispute began because some of his pupils objected to what he was teaching.

THE FIRST BOOK OF MOSES, COMMONLY CALLED

GENESIS

1 IN the beginning God created the
2 heaven and the earth. And the earth
was waste and void; and darkness was
upon the face of the deep: and the spirit
of God moved upon the face of the
... the firmament of the heaven to give light
upon the earth: and it was so. And God 16
made the two great lights; the greater
light to rule the day, and the lesser light
to rule the night: he made the stars also.

How lining up with Moses cost Mr Watson his job

Mr Watson joined Rickmansworth Comprehensive School as head of the religious education department in September 1975. A former senior scholar of Trinity College, Cambridge, he had been a missionary in India for 16 years, and written two anti-evolutionary books, *The Great Brain Robbery* and *Myths and Miracles*, expounding his belief that the first 11 chapters of Genesis should be accepted as historical fact.

On his return from India in 1971 he taught religious education at the Orchard Secondary Modern School in Slough, then in Buckinghamshire, where, he says, he taught in exactly the same way as he did in Rickmansworth, with no problems.

"The head emphasized only that I was not allowed to give denominational teaching, but beyond that gave me a perfectly free hand. He knew I was evangelical. Whenever I taught Genesis, I taught it as fact. I said some people believe in evolution, but this is what the Bible says."

Mr Watson says he made it clear that he was a conservative fundamentalist at the interview for the Rickmansworth job. "I made it clear that I believed the Bible was the word of God. The syllabus was never mentioned; I didn't know it existed."

However, his fundamentalist teaching came as something of a shock to pupils who had previously been taught a more liberal interpretation of the Bible, and were learning evolution as fact in biology lessons, with a chart picturing the progress from monkey to *homo sapiens*. "I thought it far better to give them both points of view, fundamentalist and liberal", said Mr Watson. "But some of them did not want the trouble of looking at both points of view."

In what must be one of the rarer cases of indiscipline over a religious education syllabus, there were shouts of "rubbish" in lessons and the trouble came to the ears of the head. Some parents went to the school to complain. There were a lot of bad marks in the end of term examinations, which Mr Watson agrees were partly due to resentment at the way he taught, and apparently some falling off in entries for O and A levels, though Mr Watson says results were good.

The head, Mr Forsyth, had talks with Mr Watson himself, called in the county religious education adviser and finally three governors, but no compromise was reached.

Confrontation came in June 1976 when the syllabus for the coming year was being discussed. Mr Watson wanted to teach Genesis to the second years and the head, having by then read *The Great Brain Robbery*, asked him not to teach it according to his personal beliefs.

A week later, on July 1, Mr Forsyth produced the Hertfordshire agreed syllabus. Originally drawn up in 1926, and revised only slightly in 1954, it is regarded as rather old-fashioned. However, there were only two paragraphs to which Mr Watson objected: "... the Genesis stories, read as their writers intended them to be and not as literalist interpreters have read them, do not conflict with evolutionary theories. . . .

"The Genesis stories on Creation are of course only part of the collection of the myths and legends of Hebrew religious folklore which make up the first 11 chapters of Genesis, and they should be seen in that setting. Taken for what they originally were and interpreted accordingly, these stories are far more valuable historically, theologically and spiritually than if they are read as statements of fact true in every historical and scientific detail."

This is open to wide interpretation, and in any case the syllabus only "suggests", but Mr Watson felt unable to accept it. "I would never have taken on the job if I had known of it", he said. "Having studied for 40 years and written two books, I could not back down."

On July 19, the head wrote to him with a request from the chairman of the governors for a written assurance that he would teach according to the agreed syllabus and not emphasize his personal religious beliefs.

Mr Watson refused and on September 6 he was suspended. "He had refused a request in writing four times", said Mr Forsyth.

At a meeting in October lasting eight hours, the governors decided unanimously to recommend Mr Watson's dismissal. Among the minor charges they considered was one saying that his teaching caused "resentment and indiscipline beyond that compatible with the good conduct of the school". This was dropped when a sub-committee of the Hertfordshire education committee heard his appeal in two more long meetings in December, but the dismissal was confirmed.

"The theological arguments are not directly relevant to the issue in the context of a disciplinary hearing", the committee wrote in a letter on January 13.

Mr Watson will appeal to an industrial tribunal as soon as he is officially unemployed at the end of April.

Mr Watson is a quietly spoken and sincere man who still believes that the issue is a simple one of conscience. With the ring of martyrs down the ages, he says "People save their skins by obeying authority rather than their conscience."

Miss Firkins, the county religious education adviser, sees it differently. What she was trying to do when she talked to him was not to convert him from his own personal beliefs, but to clarify the difference between being a missionary evangelist and being a professional educator.

"I hoped to get him to see the difference between the two. A direct approach to claim the minds of the children was not education. It would not be accepted if he were a communist or an anarchist, and the principle is no different because he happened to be a Christian."

Two principles had to be faced in judging any item on the curriculum. Does it contribute towards the general preparation for life of the individual child? Does this conflict in any way with family background or faith? If the answer to the first question is yes, and to the second, no, you can proceed. "But Mr Watson's attitude conflicted with family attitudes and faith, and therefore some adjustment was necessary, which he refused to make."

In any case, there was the 1944 Education Act, and his refusal to accept the ruling of the head.

Mr M. G. R. Adams, deputy general secretary and schools officer of the Church of England General Synod Board of Education, also took a legalistic view:

"The teacher knew perfectly well, or should have made it his business to know as head of the RE department, what the syllabus says. The head of that department will always have less freedom on the syllabus than heads of other departments."

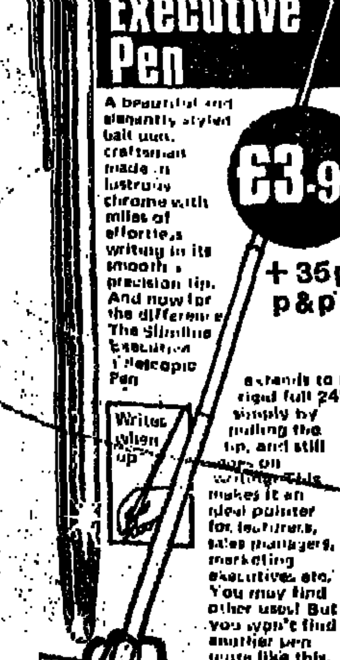
Patricia Rowan

CEWC makes a jubilee plea

The Council for Education in World Citizenship has launched a Jubilee Appeal to raise money to endow scholarships in connexion with its annual conference and other activities. As costs of travelling and lodgings have risen and local authority budgets have been cut, it has been increasingly difficult for sixth formers to raise funds to attend CEWC conferences away from home.

According to the appeal "the present cost is approximately £25. To yield this amount we shall need to invest £250 to support one boy or girl each year".

Bursaries of £250 may be donated in the name of any individual. The secretary of CEWC is Miss Margaret Quass, at 93 Albert Embankment, London, SE1.



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Education takes a knock in CRE streamlining

by Frances Stadlen

The education department of the Community Relations Commission is to be drastically downgraded when the CRC is incorporated into the new Commission for Racial Equality this spring.

Staffing proposals for the CRE have gone to the Home Office for approval after months of controversy following the decision to wind up the CRC and the Race Relations Board and streamline them in a single body.

There will no longer be a separate education department, and the number of officers specializing in education will be reduced from 10 to one.

The existing education, social services, employment, housing and youth departments are to disappear with the formation of three new divisions — equal opportunities, community affairs and liaison, and legal and general services.

The scope, status and influence of the present education department's staff of 10 will, judging by the proposed duties of the three new sections, be negligible.

The equal opportunities division is to be concerned mainly with removing barriers which involve straightforward racial discrimination or practices which have a discriminatory effect. It will not cover disadvantages which prevent people from being able to compete as equals.

In practice this would seem to mean that if a black child, because of his colour, is turned down by a college in favour of a white child with the same qualifications, the equal opportunities division might step in.

It would not, however, take up the cases of black children who have the same potential as white children but who do less well in certain circumstances because of, for example, language difficulties.

In addition, all staff below the level of principal in the equal opportunities division will be expected to work in every area it covers. This will leave little time to build up the expertise which many of the present specialist staff believe gives them influence in the educational world.

Of the four principal officers in the division, only one will be responsible for education, and education, like social services, has been slipped in under the heading "goods, facilities and services". Hitherto this referred to matters like access to pubs, clubs, mortgages, etc.

The community affairs division is to deal with the promotion of good race relations generally, including disadvantages to ethnic minorities not covered by the equal opportunities division. It will also cover inner city and urban deprivation as it affects community relations and the welfare of minorities.

But the wording of the section on the duties of support staff is vague and gives no priority to education. They are to concentrate "as major priorities on general problems of minority group youth and relationships between minority groups and the police".

The number of support staff in the division able to work on education is likely to be no more than one. Nowhere in the document is there any mention of the importance of work with children under five. If anything, social services come off even worse than education.

At present the CRC has the equivalent of at least three senior officers, seven higher officers and one person at director level working on education.

The new research department, hitherto linked with the specialist departments, is to be put in the office management, finance and law section of the CRE. The former close links between specialists and researchers, which resulted in major reports like those on child-minding and further education, are likely to be considerably weakened.

Another serious consequence of the new structure is likely to be the reluctance of some of the CRC's specialist staff to stay on at the new commission. They think their work will be hopelessly undermined by the new emphasis on law enforcement.

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From public purse to private sector: l.e.a.s pay out £23m for independent school places



A TES survey of all 104 education authorities in England and Wales reveals that nearly half of them will pay out between them more than £23m this year for places in independent and former direct grant schools.

The survey shows there is a distinct group of 46 "big spenders", whose average bill for educating children in non-maintained schools will be more than £500,000 in the current year. The majority—82 per cent—of this group are Conservative-controlled l.e.a.s. In two years, those 46 big spenders have reduced places by only 10 per cent on average.

There is a further group of 19 authorities who take up only a few places each year and where the combined spending of all of them will be only £165,000 in 1976-77. The remaining 39 authorities do not take up any places at all.

The Ministry of Defence and Foreign Office said this week that a further £36m will be spent by central government this year on even more independent school places. These are for children whose parents are in the forces, or working for the Foreign Office and diplomatic service.

This brings the total state spending on the independent sector to at least £59m this year. And many local authorities have just been notified by independent and former direct grant schools of imminent fee increases, so the cost is certain to be even greater in the coming financial year.

Nearly three quarters of the 46 big spenders said they could cater for at least some of the pupils inside the maintained sector. Avon said it could cater for all 1,922 pupils in its own schools if they were spread around the county. Bolton, Brent, Gateshead and Kingston-upon-Thames said they could have easily placed this year's independent school intake in their own schools, and only 13 of the 46 stated they could not cater for any in the maintained sector. The survey did not include special schools.

The DES is currently analysing the replies it has so far received from local authorities after a circular sent out last November to discover the extent of local authority support in non-maintained schools.

Under the new Education Act, 1976, l.e.a.s have to get the Secretary of State's approval for plans to take up independent school places. In her circular, Mrs Williams warned l.e.a.s that schemes for placing children in non-state schools will now be considered "in the light of the Government's secondary education policies".

As well as being concerned about large sums of money being poured into the private sector (which the Government believes, in principle at least, should be abolished), Mrs Williams has also said it is her intention that all arrangements are consistent with the Government's policy of ending selection.

Buckinghamshire is the only one of the eight "rebel" l.e.a.s which refused until now to submit comprehensive plans which does not find its way into the league of 46. A spokesman for the county commented that they did not have to take up any places because of the "high quality" of their own grammar schools which still remain.

The vast majority of the group gave several reasons for taking up places, although it is apparent from the replies that many carry on their traditional links with the private sector so that a small number of academically able pupils can continue to be creamed off.

Among those which the survey shows elect: Dorset, Essex, Kent, Lincolnshire, Oxford and Surrey.

One of the more surprising findings was th only 14 of the 46 said they went to the pri sector to provide boarding school pla "Boarding need" is a specific responsibi report of 1960. They are cases where b parents are abroad; where both parents are England and Wales but liable to frequent m from one area to another; children whose ho circumstances are seriously prejudicial to th normal development; and where a special a tude in the child requires special training t can only be given by boarding education.

Thirty-two authorities said they needed take up independent school places because shortage of places in their own schools, only six—Bedfordshire, Essex, Leicestersh Lincolnshire, Warwickshire and Redbridge gave this as the only reason. Again, 29 s they took up places on religious grounds, only three—Brent, Gateshead and Liverpool gave this as the sole reason.

When l.e.a.s quoted religious grounds, by f and away the most common religion they w catering for was Roman Catholicism.

Avon's 169 places were taken up last Se tember at two Roman Catholic direct gra schools which want to join the comprehens system (89 places), and two convents (8 places). Parents can put their child in a comp school if the nearest Catholic comprehensive more than 1½ hours travelling away from th home. The authority said it has never taken u

places at independent or direct grant schools because there has been a shortage in the maintained system, but "to increase the range of choice at secondary level".

Local authorities are required under the 1944 Education Act to provide some denominational places, but an important explanation of the reason "religious grounds" in the table below is that most, if not all, direct grant and independent schools (whether denominational or not) have their own entrance examination.

The successful local authority sponsored candidates have invariably been the more academically able, and it would appear that, while authorities have no choice but to agree to the selection process, this system has often satisfied a desire by many councillors to hang on to a residual amount of selection, even though comprehensive schools were being introduced. Surrey is probably the classic example of an authority which adopted this policy.

Likewise, when asked what constituted "other reasons" 120 said "Yes" to this—see table) several l.e.a.s said it meant places were taken up to increase the range and choice of secondary education. However, because of the independent schools entrance examination, the "increased choice" has only ever been for the more academically able. No authority stated this in reply to our questionnaire.

Of all l.e.a.s, Bolton, Bury, Cheshire and Lancashire possibly have the strongest traditions and longest-standing arrangements with local direct grant and independent schools, and they all find themselves at or near the top of the league of big spenders.

Cheshire is only 50 per cent comprehensive and because there are no grammar schools in two areas of the county it will have to pay £1.14m this year for a total of 1,876 boys in two local independent (non-denominational) schools.

Similarly there are no RC grammar schools in the county. In areas which are still selective, therefore, nearly all Catholic grammar school pupils attend RC independent or direct grant grammar schools.

From last September, Bolton decided to start reducing the number of places it paid for outside the maintained system and now has a policy of taking up only 39 assisted places at Bolton School, a former direct grant school which has gone independent. In the current year, these places will cost £16,000, but the continuing cost of "seeing through" pupils admitted to Bolton School in previous years, will be a further £194,000.

In addition, the authority will this year pay a further £648,000 for children throughout the 11-18 age range at other former direct grant schools in the town.

Among those which stated clearly that they were ending their support in non-maintained schools this year, or phasing it out over the next few years, were Bedfordshire, Brent, East Sussex, Leicestershire, Merton, Newham, North Tyneside, Redbridge, Rochdale and Sefton.

Perhaps more than most, Lincolnshire's reply to Mrs Williams on the number of private school places it takes up, can be described as provocative. The county is only 40 per cent comprehensive and has told the Secretary of State that it has no intention of completing the remainder until it gets more money to do the job "in the proper manner".

As a result, children in the Stamford area of the county, who are currently selected as suitable for grammar school education, are given places at the two independent Stamford Endowed Schools. The estimated cost of paying for a total of 290 pupils in 1976-77 is £318,000. In its reply to Mrs Williams, Lincolnshire added that it could not afford to complete any secondary reorganization in the forseeable future which involved a permanent financial commitment.

Croydon is the perfect example of an authority which has taken up places in the past because of a serious shortage in its own schools, but which, in a few years' time, will have a dramatic drop in the secondary school population. There is a "very heated debate" going on in the borough as to whether places should still be taken up at a local independent school and direct grant schools which are going independent.

Surrey's present scheme to select off one per cent of 11-year-olds to independent schools goes back to October 1971 when the council reaffirmed its decision to implement a comprehensive plan. In response to considerable opposition to ending selection and introducing comprehensive schools, the full council at the same time passed an amendment which said Surrey should continue to pick out 126 of its brightest children each year and place them in independent schools.

Until last year, the only children who won those places were the most academically able, now children are awarded places when the authority is convinced that there is "inadequate provision" in the maintained sector.

Times Newspapers Ltd. 1977. Mark Vaughan



The TES questionnaire asked: how many places did you take up this year at independent secondary schools? ● what percentage of all your secondary school pupils is this? ● could you cater for them in state schools? ● do you take these places because of boarding need? shortage of state school places? on religious grounds? other reasons? ● have you completed comprehensive reorganization? ● what percentage of your pupils are in comprehensive schools?

The 46 'big spenders'

Education Authority	Number of p... Total	Last intake (Sept 1976)	Cost Total £	Last intake (Sept 1976) £	Places as % of Secondary School population	Reasons: Boarding need	Shortage of maintained places	Religious Grounds	Other reasons	Could these pupils be catered for in maintained schools? Yes	No	Is the authority Comprehensive (% of pupils now in Comprehensive Schools)	Political control
COUNTIES													
Avon	1,922	169	900,000	—	3	NO	NO	YES	YES	ALL		90	CON
Bedfordshire	1,050	176	550,000	105,708	3.5	NO	YES	NO	NO	SOME	NO	100 (Sept 1977)	NONE
Berkshire	1,044	—	522,000	—	2	NO	YES	YES	NO	SOME		NO	CON
Cambridgeshire	917	—	551,534	—	2.1	YES	YES	YES	YES	SOME		100	NONE
Cheshire	3,650	372	2,309,000	—	4.8	NO	YES	YES	YES	SOME		50.7	CON
Devon	1,189	58	557,760	26,848	0.5	NO	YES	NO	YES	SOME		52	CON
Dorset	813	—	402,576	—	1.7	YES	YES	YES	NO	SOME		47.7	CON
East Sussex	317	29	225,900	24,000	0.06	YES	NO	NO	YES	SOME		61	CON
Essex	—	39	307,500	27,500	0.03	NO	YES	NO	NO		NO	86	CON
Gloucestershire	441	—	267,450	—	1	—	—	—	—	SOME		19	—
Hampshire	375	—	165,123	—	1.6	NO	NO	YES	YES	SOME		99	CON
Hereford & Worcs	1,044	—	734,117	—	1.2	YES	YES	YES	YES		NO	90	NONE
Hertfordshire	—	62	—	10,000	0.1	NO	YES	YES	NO	SOME		NO	CON
Kent	773	—	649,660	—	0.6	NO	YES	YES	NO		NO	19.9	CON
Lancashire	6,275	320	2,966,491	180,000	0.3	YES	YES	YES	YES	SOME		72.2	CON
Leicestershire	577	—	344,000	—	—	NO	YES	NO	NO	SOME		100	CON
Lincolnshire	590	80	318,000	—	1.3	NO	YES	NO	NO	SOME		40	CON
Norfolk	926	141	392,680	41,860	1.7	YES	YES	YES	NO	SOME		24	CON
North Yorks	539	—	224,700	—	—	—	—	—	—	—		—	—
Oxfordshire	1,073	65	550,000	—	0.9	NO	YES	YES	NO	SOME		100 (1978)	CON
Somerset	1,024	—	582,000	—	3.4	YES	YES	YES	YES	SOME		76	CON
Suffolk	898	63	555,754	35,015	1	YES	YES	YES	NO	SOME		95 (Sept 1977)	CON
Surrey	—	126	664,500	—	0.2	NO	NO	YES	YES	SOME		71	CON
Warwickshire	537	—	317,605	—	1.6	NO	YES	NO	NO	SOME		61.5 (Sept 1977)	CON
Wiltshire	—	183	—	84,352	0.9	YES	YES	YES	YES	SOME		86	—
METROPOLITAN DISTRICTS:													
Bolton	1,890	39	856,000	16,000	10.6	YES	NO	NO	YES	SOME		28	CON
Bury	1,180	—	536,000	—	9.4	NO	YES	YES	NO		NO	10.4	CON
Gateshead	362	96	130,000	42,000	0.5	NO	NO	YES	NO	SOME		92.7 (Sept 1977)	LAB
Liverpool	1,545	—	722,700	—	2.9	NO	NO	YES	NO		NO	53.8	NONE
Newcastle	1,057	—	722,466	—	7	YES	NO	YES	YES	SOME		100 (Sept 1977)	LAB
North Tyneside	358	30	162,000	—	—	—	—	YES	—			—	LAB
Rochdale	557	52	258,000	—	2	NO	YES	YES	YES		NO	100—County 50—Vol	CON
Sefton	1,522	74	550,000	29,000	—	NO	YES	NO	NO		NO	75	CON
Stockport	293	—	121,753	—	2.2	NO	YES	YES	YES	SOME		NO	CON
Tameside	—	103	—	45,282	2	NO	YES	YES	YES	SOME		NO	CON
Trafford	2,270	342	3,160,000	185,117	10.9	NO	YES	YES	NO		NO	5	CON
GREATER LONDON:													
Barnet	—	57	189,000	—	—	NO	NO	NO	YES	SOME		80	CON
Bexley	365	—	290,000	—	3	NO	YES	YES	NO		NO	NO	LAB
Brent	794	97	484,618	30,789	4	NO	NO	YES	NO	SOME		100	CON
Bromley	984	—	588,100	—	4.4	NO	YES	YES	NO	SOME		100	CON
Croydon	1,686	—	960,000	—	6.1	NO	YES	YES	NO	SOME		25	CON
Enfield	213	24	200,000	—	1	YES	YES	YES	NO		NO	90	CON
Harrow	—	105	80,750	—	1.1	YES	YES	NO	YES	SOME		94	CON
Kingston upon Thames	545	24	350,000	16,000	0.02	YES	NO	YES	YES	SOME		NO	CON
Redbridge	—	30	—	21,500	1	NO	YES	NO	NO	SOME		0	CON
Sutton	381	—	212,282	—	3	YES	YES	YES	NO		NO	93 (Sept 1977)	CON

KEY—Information not given.

The 19 local education authorities which said only a handful of places were taken up in September, 1976, are as follows:

Counties: Cleveland, Cornwall, Dyfed, Gwent, Salop, West Sussex.

Metropolitan districts: Barnsley, Knowsley, Manchester, Rotherham, Salford, Walsall, Wigan, Wirral.

Greater London: Barking, Hounslow, Merton, Newham, Richmond.

Manchester, for example, placed one pupil in September, 1976, at Chetham's Hospital School of Music at a cost of £1,710. Rotherham sent one boy to naval school at a cost of £800.

The 39 local education authorities which answered NIL to our question: Hennaire were as follows:

Counties: Buckinghamshire, Cumbria, Clwyd, Derbyshire, Durham, Gwynedd, Humberside, Isle of Wight, Mid Glamorgan, Northumberland, Northamptonshire, Nottinghamshire, Powys, South Glamorgan, Staffordshire, West Glamorgan.

Metropolitan districts: Birmingham, Bradford, Calderdale, Coventry, Doncaster, Dudley, Kirklees, Leeds, Oldham, St Helens, Sandwell, Sheffield, Solihull, Tyneside, Sunderland, Wakefield, Wolverhampton.

Greater London: Inner London Education Authority, Ealing, Haringey, Havering, Hillingdon, Newham Forest.

Still no go and go slow in switch to all-in schools

The *TES* questionnaire also asked authorities what percentage of their pupils were now in comprehensive schools. There emerged a clearly definable group of laggard l.e.a.s in the league of 46, where little or no improvement (and even a worsening) had taken place over the past two years.

A comparison with a survey we carried out on comprehensive schools in 1975 shows, for example, that Cheshire has only moved from 47 per cent of pupils in all-ability schools in 1975 to 50.7 per cent in 1977.

In Lincolnshire the change is from 35 per cent to only 40 per cent; Norfolk 16 to 24; Bolton 19 to 20; Bury 5 to 10.4; and in Kingston upon Thames, the number has remained at none—still the only education authority in the country to have no comprehensive schools.

In Dorset, Gloucestershire and Trafford, the reply actually showed a smaller number of pupils now in comprehensive schools than two years ago.

On the other hand, the same comparison also showed that several other l.e.a.s had made dramatic advances towards completing comprehensive reorganization in the same period of time.

The number of pupils in comprehensive schools in Leicestershire, for example, went up from 63 per cent in 1975 to 100 per cent today. Similarly, Cambridgeshire improved from 83 to 100; Warwickshire 21 to 61; Surrey 42 to 71; and East Sussex 35 to 63.

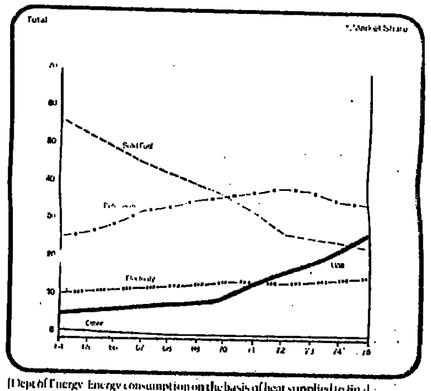
Our latest survey also shows, that 17 of the 46 are, or will be by this September, between 90 and 100 per cent comprehensive, yet at the same time still taking up significant numbers of places at non-maintained schools.

Oxfordshire, for example, is almost completely comprehensive in both county and voluntary schools, and yet established a new policy last year of taking up 65 places each September at two local direct grant schools. However, it should be added that the county's new policy includes a "drastic reduction" to the total of 1,073 boys and girls it now supports at 33 different direct grant schools around the country.

The survey also reveals that nearly three-quarters of the 26 l.e.a.s which Mrs Williams recently told to submit plans for completing their comprehensive schools, appear in the league of big spenders.

They are:—Barnet, Berkshire, Bolton, Bromley, Bury, Croydon, Dorset, Dorset, East Sussex, Enfield, Leicestershire, Hampshire, Hereford and Worcester, Kent, Lancashire, Lincolnshire, North Yorkshire and Warwickshire.

Are you teaching about Gas?



(Dept of Energy. Energy consumption on the basis of heat supplied to final users, excluding transport)

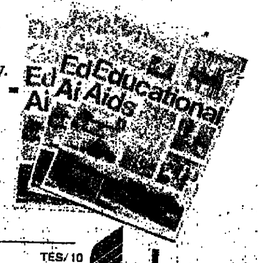
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Parliament by Alan Wood

Hint of cash incentives for industry students

Industrial scholarships to enable "especially able students" to take specific courses in engineering and technological subjects are being considered by the Government.

The scheme, Lord Winterbottom, Government spokesman on education, told the House of Lords last week, was still in the early planning stages. One of the basic elements was that it should be run in collaboration with industry.

The other type of cash incentive in mind, he said during a debate on the attitude of society and particularly students towards industry, had already been announced—that students could in future receive payments by employers of up to £500 a year without any reduction in their awards.

Lord Seebohm said the Careers Advisory Service for school leavers was distrusted. It was incompetent and biased. The service should be taken right out of the education system.

There should be more cooperation between schools and local businesses so that they could get to know each other better than they did now. Businessmen were just as much to blame as the schools for not having already done this.

Lord Tedder, a university teacher, said that in Germany scientists and technologists in industry could and did, at the same time, hold university appointments. In Britain they only had this system in medicine. Engineers and scientists in industry should also hold academic posts.

Scientists and technologists should be seconded to universities on five-year contracts as part-time staff when about 30 years of age. In addition to teaching, they should pursue their own professions.

Lord Annan advocated a much closer relationship in higher education between training higher civil servants and industrialists.

Lord Alexander of Potterhill said the problem did not lie with university graduates but in the 16 to 19 age group. This group was neglected by the nation, except by those who had academic aptitude. The whole emphasis in preparation for entry to higher education was academic.

The greatest opportunity the country ever had of establishing a new stage in education from 16 to 19 existed in what he had called the tertiary stage, in establishing tertiary colleges. These could have courses leading to A level, but these should also be courses leading to the qualification of the Technical Education Council and the Business Education Council. He would not expand the universities, but he would expand the polytechnics.

When to quit—by Mrs Williams

Teachers who thought they had chosen the wrong career would be well advised to consider a change, said Mrs Shirley Williams, in the House of Commons, on Tuesday.

Mr William van Straubenzee (Wokingham, C) had asked what her policy was towards the young men and women who had entered the profession during the golden years of expansion but who had no great inclination or talent for teaching.

Mrs Williams said her speech, from which Mr van Straubenzee quoted, was an account of conditions in some schools. The part quoted was not intended to suggest that there were easy solutions to present problems.

Consideration of these was primarily a matter for l.e.a.s, as employers, Teachers' organizations also had a strong interest in them, through their concern both for the quality and public standing if their profession and for their members' interests.

Where the need was for more guidance and support, she was sure teachers would be encouraged to take advantage of the opportunities for in-service training offered by l.e.a.s. Provision for increased expenditure on in-service training was made in the rate support grant settlement for 1977-78.

Retraining in shortage subjects

The DES is to ask some institutions to provide one-year teacher retraining courses in mathematics, Mrs Williams told the Commons.

She said one retraining course—in craft, design and technology—had already started and at least one other college was considering starting a course at Easter. She expected most courses to start next September.

Mr Norman St John-Stevas, chief Opposition spokesman on education, pressed for an inquiry on the grave shortage of teachers in religious education. Would she consider, in her suggestion for a new kind of school certificate, not only having English and mathematics as obligatory subjects but also religious education?

Mrs Williams said an element of religious education was already required in schools by the 1944 Act. It was the only compulsory subject. The problem was that many of those who taught religious education were unqualified for the subject.

Minibus bill moves ahead

A private member's Bill which will help schools and youth organizations who use minibuses has received an unopposed second reading, with Government support, in the Commons.

The Passenger Vehicles Bill, introduced by Mr David Hunt, Conservative MP for Wirral, seeks to exempt minibuses operated by school and voluntary bodies from public service vehicle licensing, and to introduce special safety requirements for such vehicles.

The Bill follows publication of a report which found the majority of voluntary organizations were contravening the Road Traffic Act 1960, owing to confusion over the Act. A new permit system is proposed in the Bill to cover vehicles seating between eight and 14 members of non-profit-making bodies.

Lords drop plan to fine truants' parents £200

A plan to fine parents of persistent truants up to £200 was dropped in the House of Lords last week. But the clause raising the fine from £10 to £50 remains in the Criminal Law Bill.

The Earl of Mansfield, who wanted the fine stepped up to £200, said he was assured that there were cases of persistent truancy where the child apparently earned a very good living by undertaking some form of "employment when he should be at school".

But Baroness Macleod of Borve said she could not envisage a magistrate actually fining a parent as much as £200 although this was the kind of amount which might make parents more aware of their duty to send their children to school.

For the Government, Lord Harris of Greenwich said that apart from any other consideration, there was the point that on a third or subsequent conviction there was available to the court the other possible sanction of one month's imprisonment.

"Taking a parent to court for failing to comply with a school attendance order is in fact a fairly drastic step, and I know that my right honourable friend the Secretary of State for Education and Science views the possibility of prosecution as a comparatively minor aspect of the programme for dealing with unjustified absences."

Two surveys by Her Majesty's Inspectorate were under way. "One is of secondary schools in urban areas which are having particular success in dealing with truancy or behaviour difficulties, and the second is of the special units which some local education authorities have set up to cater for truants and for disruptive pupils. We are looking to these surveys to provide practical and useful information for the schools and the local authorities."



Graham Wallace, a student at Monkwearmouth College of Further Education, Sunderland, in the college's glass centre which opened last week.

Parents ask Minister to replace village school headmistress

Parents of children at an Oxfordshire primary school have asked Mrs Shirley Williams, the Education Secretary, to replace the school's headmistress.

A copy of a confidential report on Tackley Church of England primary school was passed to Mrs Williams last month by parents who are worried about the education their children are getting. The report—by the county's senior primary advisor—is critical of the headmistress, Mrs Florence Page.

Last November the school's managers decided unanimously to recommend the dismissal of Mrs Page but changed their minds two weeks later and gave her a second chance.

Dr J. J. Harding, one of the parents, said last week that the county education department had known about the situation at the school for many years but had done nothing effective about it. Three parents had taken their children away this term and others had threatened to keep their children away after Easter when they would normally have been taught by Mrs Page.

Parents, he said, had taken legal advice and were contemplating issuing a writ against the local authority alleging a failure to perform its statutory duty to provide efficient and suitable education.

A sub-committee of the authority's schools management sub-committee is looking into the case and is expected to produce a report by the end of this month. There will also be a review of the school in May, a county council spokesman said.

Tackley school's problems have not been made easier by a fire in 1975 which destroyed two classrooms and the hall. Children have had to be taught in temporary buildings.

Mrs Page declined to comment last week but Mr Derek Best, a council member of the National Association of Head Teachers who has been advising her, said she accepted that there were areas of weakness that needed to be put right but she claimed that the report made insufficient allowance for the difficulties the school had been facing.

In his statement on Mrs Page's behalf, Mr Best said that the inspection of the school took place in the middle of preparations for the reoccupation of the rebuilt hall and classrooms and followed a period of abnormal staff absences through illness. The inspection was also so early in the term that no proper opportunity had been allowed for the schools to settle down with new staff and pupils.

"The managers have accepted the intention and determination of Mrs Page to overcome any remaining weaknesses and, with the help and advice of colleagues in the NAHT, to establish high standards in the school."

£100,000 for lessons on Third World

The Government will be giving more than £100,000 to education about developing countries in 1977-78, Mr John Tomlinson, Under Secretary for Overseas Development, told Parliament last week.

The money will go to 21 official bodies, charities, study centres, and educational bodies concerned with furthering knowledge of developing countries. Among the recipients are Ruskin College, Oxford (£465), the Development Education Centre, Selly Oak Colleges (£800), and London University's School of Oriental and African Studies (£2,000).

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Slices of corned beef . . .

Tim Albert gets a behind-the-counter view of school meals

They also serve . . .

"You'd better give us a good write-up", said Mrs White. "We're getting fed up with everybody knocking us. . . ."

I was to spend the day looking at life on the other side of the serving hatch, and Mrs White, a smart, silver-haired little lady of 58, wearing white overalls and a little white cap, was welcoming me into her domain.

She is the supervisor of the junior kitchen of the 1,400-pupil Northolt High School, which accounts for one small part of the £2.8m which the London borough of Ealing spends every year on school meals—nearly a tenth of its total education budget of £33m.

"Whenever you open the paper you find that school meals are being got at", said Mrs White. "I don't think that's fair. We are doing an important job: a lot of the children leave home at 7.30 or 8.00 in the morning and giving them a good hot meal is a marvellous service. People are always wanting to cut down here and cut down there, but I can't see what they can do in here. . . ."

For Mrs White the day starts at 7 o'clock, when she opens up the kitchens. They were built in the early 1950s, have a capacity for 750 meals—but more usually turn out about 480 meals for the school, and 200 for old people's dining clubs under a break-even contract with the social services department.

With its hospital-green walls and tiled surfaces, rather elderly gas cookers and mixer standing alongside more modern fryer and vegetable boilers, it looks a hard-worked place—though spotlessly clean. There's a first aid box and a fire blanket, and behind the door in the lavatories not one, but two, exhortations to "Now Wash Your Hands".

The cook and an assistant also arrive at 7 o'clock—the first of a total staff of 14, each of whom is paid a little over £1 an hour. The two menus for the day have been settled at the beginning of the month, and the ingredients—ordered through the Greater London Council—delivered and in some cases weighed out: 41lb of flour . . . 18lb of margarine . . . 28lb of jelly crystals . . . 2½cwt of potatoes . . . 40lb of baked beans . . . seven gallons of ice cream. . . .

The first task of the day is to start cooking the 80lb of meat for the steak pie, and the 50lb of sausages. At eight another assistant arrives to start on the vegetables, and at nine another three start work. By ten, when the staff stop for a break and a snack, everything is bubbling or baking.

By 11 o'clock the meals for the luncheon clubs have been completed, packed into special containers, and collected by their special driver. The finishing touches are put to the rest of the food, and the staff take half an hour for lunch which, as part of the nationally agreed conditions of service, they are allowed to have free.

There are 15 staff today, some of them coming in just for an hour or two over the busiest period.

By 12.25 it is action stations, and the first of the hungry children come in at the rush. The meals are run on the cafeteria system, with two supervisory assistants at the door controlling the flow of pupils. "They can get cheeky", said one assistant. "But we do comfort ourselves with the thought that for each one there's a loving mother. . . ."

There are two hatches: one for steak-pie, carrots, mashed potatoes, jelly and ice-cream; the other for sausages, onions, baked beans, chips, apple-and-pineapple pie and coffee.

Mrs White and the cook control the meat dishes, others serve the rest of the food, or else are on duties such as "running" or washing up. The heat builds up in the servery, but the staff don't open any windows in case the food gets too cold.

A number of teachers come in, with only a handful paying the 42p for their meal. The others are on some sorts of duties, such as running a club or patrolling a corridor, and so are entitled to a free lunch.

"Yes, I do wonder whether meals should be served at all", one confesses. "In some countries every child brings his own packed lunch. When you are trying to save money everywhere, I think dinners are an obvious target. . . ."

"If you really want to save money", disagrees a colleague, "then get rid of those 16-year-olds who don't want to be here anyway. Or get them to serve the meals. . . ."

By 1.30 it is all over bar the cleaning up. The containers come in from the lunch clubs, some of the staff start counting out the ingredients for tomorrow, and Mrs White says it's been a typical day. At about 2.30 they have all gone home.

Was it all worth it? I ask the headmistress Mrs B. Y. Brown. "It would be impossible for all the children to go home", she says. "If they stay here at least I know they are safe and sound, and not trailing round shops getting into mischief.

"But if people want school meals, they'll have to pay for them. If people want their children to have a good education, they'll have to pay for that as well. But I do think the school meals are good value—and I think most mothers agree."

Pictures by Ric Gemmell



. . . fair shares of pie . . .



. . . before it's time to dish up



. . . a stir for the custard . . .

Judge sides with boy who went 'unwillingly to school'

Parents get verdict in all-in fight

A Bedfordshire couple who refused to send their 12-year-old son to a comprehensive school won a legal battle last week to prevent the boy being returned to a council home.

Lord Widgery, the Lord Chief Justice, and Mr Justice Parker, dismissed an appeal by Bedfordshire County Council against Bedford Crown Court's decision last June to revoke an order committing the boy to the care of the county council.

In September, 1975, the parents had refused to send their son to a comprehensive and kept him at home. In May, 1976, the juvenile court made an order putting him into care. After spending three weeks in a council home the boy returned to his parents for half-term, and they kept him at home, pending an appeal against the juvenile court's decision. The Crown Court supported the parents, and the county council then appealed.

Giving judgment in the Queen's Bench Divisional Court last week Mr Justice Parker said the Crown Court had interpreted the law too narrowly. But, said the judge, the Crown Court had been entitled to decide not to uproot the child a second time, to force him to live in a council home and go unwillingly to school.

Had there been evidence that the boy was happy and content in the council's home and went willingly to school the council's case might have been stronger; but, on the evidence of the welfare officer, the court judged the boy as being "unwilling", being "escorted daily to school" and being "made" to reside in the home during weekdays.

The court also referred to his being literally uprooted from his home and said that this must be a traumatic experience for any child. In the absence of positive evidence that the removal from a good home was not harmful, the court was well entitled to reach the conclusion that it was.

Up to the end of the summer of 1975 the boy was receiving appropriate full-time education at a private school at his parents' expense.

The parents had opposed comprehensive education in respect of their two older children. In 1972 the father had been fined for non-compliance with a school attendance order then made in respect of them and had subsequently been imprisoned for non-payment of the fine. Care orders were also made at that time, but they were later discharged when a private benefactor offered to pay for the children's education at an independent school.

A school attendance order was made in respect of the boy, but it was not complied with. That was due solely to the parents' objection to the fact that the school named in the order was a comprehensive school. They had visited it and had no fault to find with it from an educational point of view. The council invoked the power to proceed directly before a juvenile court for a care order.

This was granted and he was taken from his home and placed in a council home.

From May 3 to May 28 the boy resided in the home and was daily escorted to a comprehensive school. On May 28 he went to stay with his parents for half-term.

When the matter came before the Crown Court on June 21 the boy had had only some three weeks' schooling since the end of the previous summer.

In a dissenting judgment Mr Justice Ackner said he would have allowed the appeal. There was not the faintest suggestion that the boy had suffered as a result of the order and no finding that he had been unhappy at the comprehensive school.

"The truth of the matter may well be that it was a relief for the boy, during the weekdays, to be with schoolchildren of his own age, leading a normal existence for a boy of 12, and insulated from his parents' particular obsession concerning comprehensive education," he said.

Nalgo threat to training scheme

Local government's equivalent of the work experience scheme, a plan to train clerks for industry, is likely to be blacked in some places.

The Clerical Training Awards scheme announced last week is intended to give up to 2,500 unemployed school and college leavers a paid 10-months' training in clerical work. Although they will train in council offices, the aim is to prepare them for jobs outside local government in industry, business and the nationalized industries.

The scheme will be financed by the Training Services Agency which will provide £17 a week awards for the trainees. It will be administered centrally through the Local Government Training Board, but the responsibility for recruiting candidates and training them will go to the participating local authorities. The training board expects that the scheme will be operated mainly by councils which are education authorities and able to provide facilities for college studies.

Its current newsletter predicts that "there will be no shortage of goodwill . . . but in deciding whether to participate local authorities must obviously consider many factors". The newsletter says the board will only sanction participation by authorities who have consulted their staff about the decision.

This week a senior official of the National Association of Local Government Officers said that not all authorities would get the necessary agreement from their staffs. "It is up to the staff to decide locally. The situation in general is that our members are supporting the scheme in those places where the authority is doing its best to avoid redundancies, and refusing to cooperate with councils who have applied savage staff cuts."

'Make HMIs independent'

Her Majesty's Inspectorate should be re-established as a publicly financed and completely independent body something like the Race Relations Commission or the Equal Opportunities Commission, say the National Consumer Council, in a contribution to the education debate yesterday.

The council, the members of which are appointed by the Secretary for Prices and Consumer Protection, also asks whether teachers should have their contracts renewed every three years. It wants governing bodies to have better-defined powers not only to appoint but to dismiss and replace staff.

"The call for a change in the role of the inspectorate is simply the application of a consumerist principle," said Dr Eric Midwinter, NCC director of public affairs.

"The inspectors are appointed by the providing body and they report back to it. In other situations the consumer would laugh at such evaluation from somebody so close to the system."

The NCC suggests that reports on schools could be made public and representative groups of parents or pupils should be able to request an inspection where there was cause for concern. A register of assessors could also be maintained to which governing bodies could turn for an independent assessment of a school.

Jobs crisis makes schools' task 10 times harder

Specific DES grants to back unorthodox education projects in cities, and a greater public say in how resources should be used, were two remedies for inner city problems suggested by Mr Gordon Oakes, Minister of State for Education and Science, at a conference in Bristol last week.

Money had been poured into services for people in deprived inner city areas, he said, but often few people used them. Planners, academics and administrators were not necessarily the best judges of what they wanted.

There should be more participation in decisions about resources, and more land and buildings owned by the education service—including universities and polytechnics—might be put at people's disposal.

The essential component of any policy was to attract employment back into cities. "I cannot tolerate a situation in which the task of the schools is made 10 times harder because 30 or 40 per cent of their pupils will have no jobs to go to when they leave. If we don't find the answer, we might as well kiss regeneration goodbye."

But a great deal could be done, in education, within existing resources—particularly using unorthodox approaches with pupils who felt "a strong disillusionment with all forms of education".

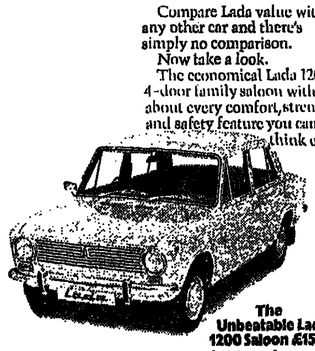
Specific grants, tied to agreed local purposes, might be one strategy to test. This idea would be criticized, but "it would sound very strange indeed if an agreed programme to rid the country of the worst blot on its landscape were to be described as an erosion of local democracy".

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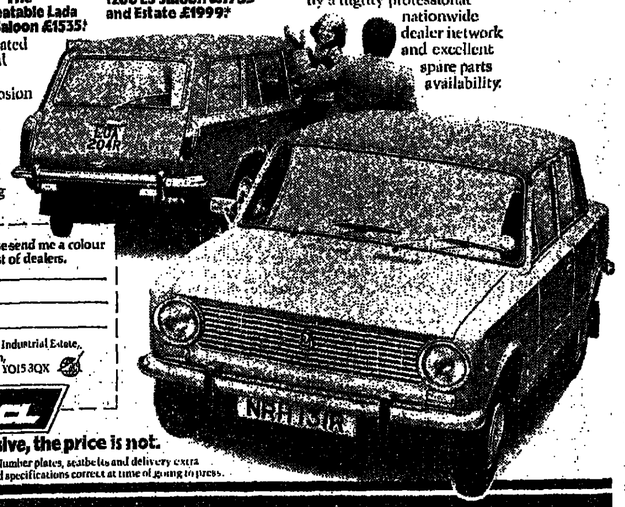
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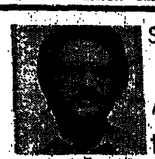
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Funds sought for Cuban festival

The National Union of Students will provide office space for the British committee raising funds to send 400 delegates to the eleventh world festival of youth in Havana next year.

Previous festivals have been in Prague, Bucharest, Warsaw, Moscow, East Berlin, Sofia and Helsinki. The festival's slogan, "for anti-imperialist solidarity, peace and friendship", has already been rejected by the Government-funded British Youth Council which groups together scouts, guides, young farmers' clubs, church groups and political youth movements.

Parents are happy, says survey

by Bert Lodge

Three parents in four think teachers have enough spare time on their hands in a day to be able to talk to them about their children, according to a Gallup survey published this week.

At the same time more than 80 per cent of parents are "very satisfied" or "fairly satisfied" with the education their children are getting.

The survey, covering a representative sample of 640 parents of school-age children, was commissioned by the National Consumer Council. It shows that more than 25 per cent of parents do not know whether their children's schools hold elections for parent-governors.

"We feel this is the most significant figure of all", said Dr Eric Midwinter, NCC director of public affairs. On the finding that 39 per cent of parents thought they were not told enough about teaching methods and choice of subjects offered, he commented: "This is a higher proportion than one can feel happy about."

The results of the survey were published at the same time as the National Consumer Council launched its proposals for a code of practice between the providers of school education and the consumers—parents and pupils.

"What we would like is a more individual treatment for parents and pupils", said Dr Midwinter. Education was rarely looked at from the consumer's point of view.

The code calls for schools to adopt a principle of shared responsibility with parents for their children. "The principle of the right to withdraw is established with regard to religious education: it should also be possible for parents to express the wish that their child will not, for example, be physically punished, even if such punishment is in use at the school."

The code also suggests that parents and pupils should be consulted when school rules are drawn up.

Dr Midwinter said the code was drawn up under the four traditional consumer principles of information, consultation, negotiation and representation. Information was the basic necessity before consumers could join in effective consultation.

But it would be difficult to find a school where it was the established practice to consult parents and acknowledge their individual wishes. "I realize the practical difficulties are tremendous."

Schools seemed to become fixed in particular moulds and were labelled "traditional" or "modern". More flexibility was desirable. "Perhaps you want formal maths and informal English."

The code of practice was prepared by the council in association with the Advisory Centre for Education, the Confederation for the Advancement of State Education, the National Association of Governors and Managers and the National Union of School Students.

Forty-two per cent of the parents surveyed said they were very satisfied with the way in which their children were being educated, 41 per cent were fairly satisfied, 13 per cent not very satisfied, and 4 per cent very dissatisfied.

Sixty-eight per cent believed they were told enough about their children's progress and 28 per cent did not. But only 56 per cent said they were told enough about teaching methods used and choice of subjects offered. Thirty-nine per cent felt they were not told enough.

More than 80 per cent of the parents thought it was very easy to see teachers whenever they wanted, 72 per cent felt free to go to a school without being invited. Sixty-four per cent thought they learnt something from a visit, and 79 per cent thought the teachers seemed pleased to see them.

To the question "I feel teachers have enough to do already without having to talk to parents?" 75 per cent said "No" and only 19 per cent "Yes".

Seventy-six per cent thought that teachers "definitely seem interested in what you think about your children's education". The same percentage did not believe teachers would like to keep them out of school.

"I think we can say from the survey that a lot of parents seem well disposed towards teachers," said Dr Midwinter. "But getting down to the nitty-gritty there tend to be difficulties. Parents don't seem to be so well informed as they ought to be."

The survey repeated many of the questions put to parents in a similar survey, confined to primary schools, carried out on behalf of the Plowden Committee in 1964-65.

Though the findings were broadly similar, Dr Midwinter said that in the mid-sixties it was the parents in professional and managerial occupations who were the most critical of their children's education. Now, the higher the economic group the more satisfied they seemed to be. The lower income groups were noticeably more critical. "It could indicate a rising level of aspiration."

Advise and Consent: proposals for a code of practice to guide relations between the providers of the school education service and its consumers. NCC, 10p.



New buildings on a new site for Northampton School for Girls—Lady Falkender's old school—were opened by Mrs Shirley Williams, the Education Secretary, last week. She is pictured resting on a motorbicycle used in vehicle maintenance lessons.

The red brick building designed as a community school on a 23-acre site overlooking the city, replaces the old girls' grammar school buildings in the city centre. The school went comprehensive in 1973 and will take nearly 1,100 girls from 13 to 18.

Mrs Williams said that parents should be given the choice of sending their daughters to an all-girls school and expressed a preference for the three tier system. She thought that students were better prepared for a move at 13 rather than 11.

650 more staff for Ulster

Teacher unions in Northern Ireland have welcomed the announcement by Lord Melchett, Minister of State, that he plans to sanction an extra 650 teaching posts in the 1977-78 school year.

Lord Melchett told students at Stranmillis College of Education, Belfast, that the Government had never given a guarantee that jobs would be available for all qualified teachers. On present plans the target was to have 18,650 in 1981, compared with the 18,350 now, leaving room for an increase of only 300.

"I have decided that we will achieve the best use of the human and financial resources available to us", he said, "by allowing greater growth in the teaching stock figure than we had been planning for. I therefore propose to push the planning figure for 1981 up to 19,200.

"In addition, because the successive reductions in teacher training intakes which have been applied over the past few years have not yet fully worked their way through the system, I propose to make the greatest increase towards the new 19,200 target figure in September of this year. I am, therefore, proposing to make financial provision for 19,000 teachers from September, 1977. This would mean an additional 650 posts this coming September."

The number of teachers had risen from 12,600 ten years ago with the result that teacher: pupil ratios had fallen from 1:24.6 to 1:21.0. "We have now overtaken the average standard for England and Wales in the secondary school sector and we are only slightly behind in the primary sector."

Lord Melchett emphasized that he was not giving commitments or assurances, but only plans and good intentions. The total financial resources would not increase.

The National Association of Schoolmasters/Union of Women Teachers said the minister's announcement was just what it had wanted.

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Minister orders probe into frozen vacancies

by Mark Jackson

The Department of Employment has begun an urgent inquiry into the staffing of the local authority careers service. Mr John Golding, the parliamentary under secretary, has ordered the careers inspectorate to find out quickly how many posts are being left unfilled.

Some authorities are freezing or delaying recruitment of unfilled vacancies in their careers departments as part of their cutback in education spending. Such action runs directly counter to the Government's policy of channelling extra resources into youth employment measures.

Any threat to the careers service is worrying to the Manpower Services Commission, which says it is relying heavily on cooperation from the careers service for the success of work experience and training schemes, and, in some places, the job creation programme. Senior officials of the commission and its Training Services Agency have been impressed by the enthusiasm that most careers officers have shown in helping to implement the schemes and in developing local activities which supplement them: they want the careers departments to play a central role in the long-term youth employment policies now being worked out.

In this year's rate support grant settlement £20m was provided to local authorities for the careers service, an increase of about 3 per cent. The rate support grant White Paper spelled out that the money was to be used to maintain the service intact.

In addition, the Department of Employment has introduced, as part of the crisis package to combat youth unemployment, a direct grant to education authorities to enable them to employ additional careers staff. The £2m allocated is enough to provide an average of two extra staff for each authority.

Among the authorities which have unfilled vacancies that they have taken no steps to fill are Cumbria and Stockport. Cumbria has two vacancies in its establishment of 21 careers officers to cover the county's three divisions. One of the posts has just become vacant, but the other has been empty since the autumn.

The deputy director of education, Mr B. L. Blake, says that the older vacancy arose just at the time when the county council was cutting back recruitment generally, and is now likely to be advertised.

As it happens there is currently another gap in the staff—a vacancy, about to be advertised, for a temporary careers officer, one of the extra appointments paid for by the Department of Employment.

Stockport's director of education, Mr Laurie Harmon, claims that his department is not contravening the rate support grant guidelines in failing to fill two vacancies for careers officers and two for support staff.

The careers service establishment, which theoretically is one of the best in relation to the size of the school population among the Greater Manchester authorities and a good deal higher than the national average, should be regarded now as an ideal rather than a practical yardstick, he suggests.

Mr Harmon defends the council against the charge that it is using the extra post provided by the Department of Employment to reduce its own provision: the council had unfilled vacancies before the Department of Employment scheme was announced, he says. But almost at the same time as the announcement the council turned down a "policy option" to recruit another careers officer on demographic grounds.

The Stockport careers service is still able to cover its essential task of placing school leavers.

Among the activities which have gone or been cut back severely are visits to schools and careers conventions for pupils, and the attempts, currently being advocated by the Education Secretary and others nationally, to encourage closer contacts between teachers and industry.

If the careers inspectorate's report suggests that careers work in other parts of the country is being similarly constrained by local economies, it may lead to a re-examination of the arrangement under which education authorities administer a service whose work is mainly in the employment and training field.

If the Government is powerless to ensure that money—even special direct grants—it provides results in strengthening the careers service overall, then it may decide that the only solution is to run it directly from the centre. The MSC would be the obvious body to take it over.

Parents in picket

Parents picketed Norfolk Eastern Area education offices at Yarmouth last week in protest at a move to close the village school at Aldeby because it has fewer than 30 on the roll. The education committee proposes to amalgamate Aldeby, which has 29 pupils, with Wheatacre school, which has 45.

Parents representing both schools joined the demonstration.

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The target date for receipt of applications is 4th March, 1977.

100 degrees off charted course

by Philip Venning

A degree in sports science and a course in artificial intelligence are among the new academic developments in polytechnics and Scottish universities reported in the final newsletter from the Nuffield Foundation Group for Research and Innovation in Higher Education.

For the past four years the group has been visiting universities and polytechnics, publishing some of its findings in occasional newsletters. The final one contains brief reports of nearly 100 ways in which degree courses are moving away from the conventional pattern of lecture-based, three-year, single subject courses, assessed by a final examination. It also lists some unusual new courses.

The degree in sports science is being offered by Liverpool Polytechnic. The course is based on the physical, psychological and social environment of sport. Students learn about human performance, ergonomics and sports medicine; sports mechanics such as fluid mechanics, thermodynamics, and materials science; and the psychology and sociology of sport, work and leisure.

The course includes practical work: some of the first students produced personality profiles of a cross-country running team; others measured the efficiency of different types of swimming start; and others measured the heart rate of tennis players.

Students have to have two A levels. Those with only average sporting ability are accepted provided they show the required interest, the newsletter says.

The course on artificial intelligence is one of the options for students of all faculties at Edinburgh University. In practice most students are doing related subjects such as linguistics, psychology, computing or philosophy. The course teaches computing as well as general concepts such as pattern-making, search strategies and symbolic description.

The newsletter also reports that:

● The contemporary studies department at Leeds Polytechnic experimented with open plan teaching for several years. Instead of working in small single rooms, about 15 members of staff were accommodated in a large carpeted open plan area where they held tutorials and classes and also had their own desks.

Most staff preferred the new arrangement because it helped improve the informal contact between staff, their colleagues and students. For reasons which had nothing to do with the scheme the staff have now moved back to teaching in rooms.

● Every year, about 60 of the 400-odd first-year biology and medical students at Edinburgh University volunteer to help local primary school teachers with their teaching about man and nature. They go in pairs to schools in the area one afternoon a week for two terms. They help the teachers in various ways: by bringing along live specimens, microscopes, and other teaching aids. They take part in excursions the class may make to the countryside, museums or the zoo; and sometimes they give short talks. At the end of the year, an exhibition of the children's work is mounted in the university with the help of the students' union. The students get no academic credit for this work.

● Newly appointed teachers at Nuffield Polytechnic attend a mandatory in-service training course one day a week throughout the first academic year. The course includes discussions and practical sessions on educational aims and objectives, teaching processes, evaluation and assessment, and on the structure of higher and further education.

Recently, the polytechnic joined the City University and the University of Surrey, in developing an extended in-service course in higher education for teachers. The course will lead to a postgraduate diploma in teaching and learning in higher education, after five terms' study on one day per week.

● A four-year sandwich course in European business administration has been developed as a joint enterprise of Middlesex Polytechnic and the Ecole Supérieure de Commerce et de l'Administration des Entreprises at Rheims. The course aims to provide a business education in a European context.

Half the students on the course are French, and they share the same lectures and seminars as English students. Each student spends two years in France and two years in Britain, six months of each of these periods being spent in industry.

The course begins with intensive language study in the foreign institution. Language tuition continues throughout the first two years at both institutions. After two years those students who have spent the first two years in France complete their course in Britain, and vice versa.

The course content has been selected so that it can be taught by staff of both institutions. Specialized optional studies in the final year include marketing, accountancy, manpower studies, European community law, operational research and systems analysis.

● In the final year of the Industry course at Newcastle Polytechnic, students are required to attempt two or three projects. It has become the convention for one of the projects to attempt to solve a real problem relating to handicapped persons.

Many of the ideas for these projects are suggested to the Department of Industrial Design by local hospitals, medical and nursing staff, or parents. Examples of successful student design include a high support saddle, a musical unit for mentally handicapped children, and a go-cart for spina bifida children.

● Arts students on the BA course at Edinburgh University are required to take a one-year course in a foreign language, or in mathematics and natural sciences. One of the science options is earth science which is specially designed to be intelligible to students without a scientific background. It attracts about 90 students a year. The course is taught by staff concerned with astronomy, geology, geophysics, meteorology, and oceanography.

● Oral assessment plays a significant part in some course options for students doing engineering, science or mathematics at Middlesex Polytechnic. The students are required to give short oral presentations of project work followed by a question and answer session with one external examiner, one internal, and the student's supervisor.

Group for Research and Innovation in Higher Education Newsletter No 7. Nuffield Foundation, Nuffield Lodge, Regents Park, London NW1.

There's a welcome on Murphy's mat

by Michael Binyon

Picturesque names like Armbrust, Bala Cynwd, Beallsville, Belefonte, Burgettstown and Biglerville may not mean much to most Europeans, or even to many Americans. But to a few teachers in Finland, West Germany, Belgium and England these will forever symbolize America. They are the small communities in Pennsylvania where European teachers spent a month last summer as guests of ordinary American families under a remarkably successful though unpublicized programme called American Host.

Every year some 900 teachers from 15 European countries are given the opportunity to stay free with two or three American families. The teachers pay their air-fare, have three days in New York sightseeing and then disperse to small communities on the East Coast, the Midwest or the west, according to their choice. Some 3,000 American families this year asked to be hosts. On past precedent at least half of them will volunteer again next year.

The programme is the brainchild of two former teachers, Dr Tom Murphy and his wife Frances. They find and brief the host families, select the teachers and make all the arrangements. They have been doing so since 1961 and reckon they have brought 10,000 teachers to America.

The programme now has voluntary representatives in 150 different towns. European teachers have been brought to stay in every one of the 48 mainland states.

For some years the Murphy's ran the programme in their spare time. But administration was expensive. Large corporations stepped in to cover some costs, and the programme set up a permanent office in New York, which remained the headquarters until last year.

The programme is not intended to give teachers a free tour of the United States, but rather to show them an American family (and incidentally give them a look at the country). Nearly all those who apply are accepted, but one of the main reasons for rejection is if the Murphys believe the teachers view the programme simply as a cheap form of tourism.

The rates vary according to the extra air fares for going further west. This year a month on the East Coast, flight costs and all expenses included, will cost £619; the Mid-west costs more and California about $300 more. Even so, California remains overwhelmingly the most popular choice — last year 40 per cent of the teachers went there.

Dr Murphy would like more teachers to come from Britain. He relies on word of mouth to publicize the scheme, but in recent years has had only about 90 from Britain. It would be more economical if 180 came—this would fill a charter jet. There are, therefore, still places vacant for any teacher wanting to go to America this summer.

Teachers wanting further details of this year's scheme can contact Mrs Mary Bale, 32 St John's Road, Clifton, Bristol. Dr Frances Murphy will be interviewing British applicants at the London Hilton on March 5 and 6.

'Drop degree grading'

Classified degrees should be dropped, says Mr Brian Klug, a PhD student, in a book just published. Students should be offered the option of an academic profile at the end of their course.

But, he warns in *The Grading Game*, "profiles could be devised and used in such a manner that they would be far more horrendous than the traditional grading system."

Students complain that grading encourages cheating, inhibits them from discussing academic problems with staff, rewards the conforming student and penalizes the imaginative.

The Grading Game by Brian Klug, NUS, £2.20.

But can they review the book?

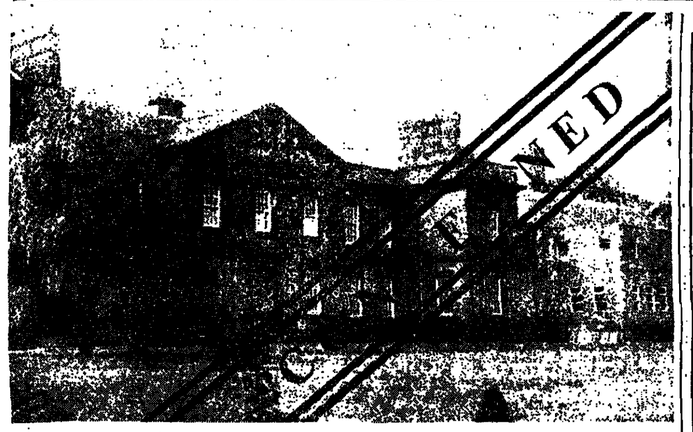
For those who missed the announcement of our children's book review competition in last week's issue of the *TES* here, again, are the details.

Children are asked to write their own review of any book—fact or fiction—which they have either enjoyed or found useful. Reviews should not be more than 250 words long: they may, of course, be less.

Entrants—who may only submit one review each—should not have reached their twelfth birthday before August 31, 1977. The closing date for entries is April 4, 1977.

There will be cash prizes—one of £50 and eight of £20 each—to be spent on books for the winners' school libraries; each winner will also receive books of his or her choice up to a combined value of £10. The competition will be judged by the editor of the *TES*, whose decision is final.

Entries should be sent in envelopes clearly marked CHILDREN'S BOOK REVIEW COMPETITION and addressed to Michael Church, literary editor, Times Educational Supplement, PO Box 7, New Printing House Square, Gray's Inn Road, London WC1.



W.H. Petty, chief education officer for Kent, urges the Government to think again about closing education colleges.

Is 1977 the year of disaster?

One of the most harmful single actions ever taken against English education. A necessary piece of swift surgery. Which of these reactions to Government proposals for cutting still further the places available for training teachers is more likely to be nearer the truth?

There could be some common ground. There would, for example, be agreement that there is a problem arising from the declining birth-rate which is already affecting primary schools. There might, too, be agreement that the issue is not simply one of whether this college should close or that polytechnic be expanded, that the important issue is one of general approach to the whole problem.

There would probably be agreement that right decisions about the initial training of teachers are vital for the health of education generally and that there must be enough teachers and enough of the right quality.

It could be argued, however, that whatever supporters of the policy may say one major party to the dispute, the Department of Education and Science, sometimes gives the impression of looking on teacher training as essentially a matter of higher education and does not seem to realize its sole *raison d'être* is in relation to the schools.

It is not sufficiently emphasized that, if there is failure here, it will be much more than an unfortunate event in higher education. It will be complete disaster for education in the schools. The department's failure to understand the importance to schools of decisions on teacher training is seen in their tendency to make basic decisions in the absence of even simple research.

If there is an educational theme behind the department's proposals (including the first set under which many colleges of education are now disappearing), it is that most free-standing colleges of education should go, and that, if they do not disappear completely, they should be merged into some other institution such as a polytechnic.

It is not possible to say that this policy will fail to produce good teachers. Equally it is not possible to say that it will produce better teachers or teachers as good as those produced by the colleges. But would it not be wise to find out, before most of the educational eggs are tossed, with many breakages, into polytechnic or similar baskets?

Why cannot the schools be asked what they think of the products of the different types of establishment and whether they detect particular strengths of weaknesses? The process need not be lengthy. The evidence about teachers trained in polytechnics can now be obtained. As the future quality of the profession is at stake, it is surely a very necessary process.

On the decline in the numbers of children there is agreement. But there is no agreement about this, requiring a reaction of the magnitude of the department's or the special plea now made with the number of unemployed teachers.

The Department, it could be argued, is failing to take fully into account the particular economic and financial circumstances of the years in which its proposals are being made. A more generous rate support grant settlement than the one received by the local authorities which lowered the grant from 65% to 61 per cent. might have changed the teacher employment situation markedly.

And what of the potential educational developments which have much support centrally and locally as future policies but which many local authorities cannot adopt immediately? Size of classes, vital though it is, may have been concentrated upon too exclusively by critics. Other large areas of potential and valuable educational growth, which are relevant to the number of teachers required, could justify rather deeper, wider and more detailed attention.

These include improved education for the 16 to 19-year-olds and the connected strengthening of the nation's technical base, making the concurrent degree — professional training course four years in length for all teachers, training of further education teachers and of many more teachers for specialist careers work, implementation of the full Plowden proposals for nursery education.

What, too, of other policies such as expansion of teaching aid for overseas countries, with its possible implications for British influence and trade; extension of the period of training for all youth leaders and other professions with a close relationship to teaching, or, perhaps most important of all, regular release of substantial numbers of teachers for periods of work in industry and commerce?

There seems to be a dearth of new and imaginative approaches. It will be more than sad if a resurgence of these takes place when the teacher training plant, in human and physical terms, has been largely dismantled and disposed of.

The department might reply that these developments may well take place and involve many more teachers, as would an upward change in the birthrate, but that it could be dealt with by expansion in polytechnics and similar institutions which would have the flexibility to respond.

This, however, raises another criticism of the department's approach—that it is altogether too mechanistic. For one thing, it might not be as simple as it looks to expand departments of education in polytechnics: "100 engineers out: 100 trainee teachers in"! Much of the specialist plant will not be there. Many of the colleges listed for possible closure represent many years of work and many millions of pounds spent specifically for training teachers, often specialist teachers.

Local education authorities or churches are unlikely to keep these premises "on ice" Indeed, they will be under pressure to sell. An increased demand for teachers could mean a return of the horrors which local education authorities, the churches and others have been so long overcoming—temporary and unsatisfactory premises, inadequate resources, staff hastily recruited, possible surpluses of professional staff have been converted into shortages in the past—of doctors, for example. A similar reversal can be achieved for teachers unless there is a new and radically changed approach.

It may be contended that while these arguments may be valid, we cannot wait. The urgent need is to take steps to stop teacher unemployment in the short rather than the long term and the future beyond must be allowed to take care of itself. But, apart from pointing to the many national disasters which have followed from this attitude, it is surely possible to emphasize that numbers can be substantially reduced without the complete closures now contemplated.

Some colleges might have to employ larger staffs than strictly necessary while the position was examined in greater depth and with rather more concern for education. But given what is at stake, this would be a moderate price to pay.

Indeed it might not be as high as it might seem. A good part of it would go to paying college staffs to work instead of retire. Less pressure on colleges would, moreover, provide staffs with the opportunity to work alongside teachers in schools, assisting with induction schemes or introducing new approaches that could be validly assessed.

Is 1977 then to be disaster year for English education? Not quite. The colleges in the latest list have not yet been closed. Until they are, the option still exists of reversing, or at least modifying, the policy. There are still some people with the courage and imagination to say: "On further reflection, we see that this policy may be wrong and that if it is wrong, it will involve a disaster. We will look at it again".



Why aren't the schools consulted?

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Sport

Clamp down on karate fly-by-nights

by Stanley Levenson

The days of the shady, unqualified pirate instructors in combat sports, which attract many schoolchildren, are numbered.

The newly-created Martial Arts Commission, which replaces the British Karate Control Commission, aims to end "the widespread exploitation of the public" by instituting a system of licences and certificates of proficiency to establish the bona fides of instructors for local authorities and other bodies.

All the major organizations controlling karate, kendo, aikido, kung-fu, the Korean martial arts and jujitsu are members of the commission. Odd sport out is judo, not so much because it does not consider itself a martial art but because its amateur status might be in question if it became associated with mainly professional organizations.

Mr David Mitchell, secretary of the MAC, says the new licensing system and logo will allow education authorities and others to check for themselves on qualifications of coaches and instructors, who will also have to have certificates of competence.

The new controls will bite into the fly-by-night fringe. "There are a lot of frightened people about."

Two years ago it was estimated that about 10,000 schoolchildren had been attracted to the combat sports, largely influenced by the James Bond and Bruce Lee films and the Kung-fu series on television.

At the time Mr Walter Winterbottom, the Sports Council director, attacked the get-rich-quick operators. The council issued a guide to local authorities, which emphasized that municipally owned amenities should only be let to bodies affiliated to the two main karate and Kung-fu associations.

The Martial Arts Commission takes all this a stage further by incorporating other oriental sports and by its tight control system.

It has the backing of the Sports Council. Its chairman is a former retired police chief constable, Sir Derrick Capper and Mr Mitchell is himself a karate black belt—which seems a long way from being a botany graduate of the University of Wales.



Balanced: Eight-year-old Jane Evans, of the Cardiff Olympic and Imperial Youth Club gymnastics team.

Call to the seastruck

A life on the ocean wave, or a week or so at any rate, is the prize offered to school pupils in the "Answer the Call of the Sea" competition run by the Association of Sea Training Organisations with Coca-Cola.

Sailors and landlubbers alike, if successful and over 16, will be offered the chance of going to sea in a sail training vessel such as the schooner Sir Winston Churchill and the brig Royalist. Under-16s, who are not allowed to sail in tall ships will get a week's dinghy instruction at a school approved by the Royal Yachting Association. Over 16s can also opt for dinghy training.

To get this far any young person between 12 and 20, with or without previous seafaring experience, has to answer seven simple questions on the theme of sailing throughout history.

One such for this year asks which of four minerals attracted the Phoenicians to Britain so far from their homeland—coal, diamonds platinum or tin?

Alongside the question is some background explaining how and why the Phoenicians became the first people to sail at night and out of sight of land.

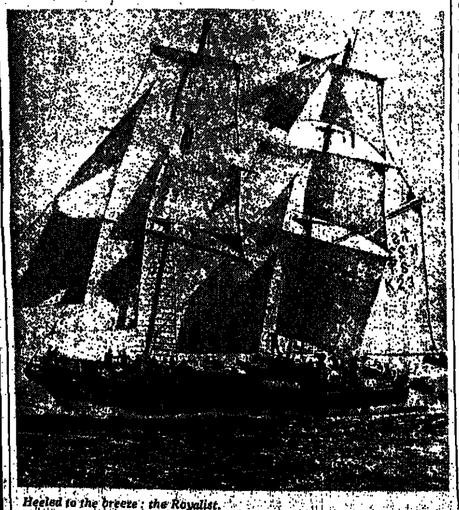
Mr Robert Harland, public relations executive of Coca-Cola, preempts the obvious reaction. "Yes, of course, the competitors can guess the answer, but the whole idea is to encourage young people to do a bit of research, a bit of study. Into the subject, and it is our experience from previous years that this is what most of them do."

Other questions deal with other explorers and adventurers such as the Vikings.

Runners-up will be given fully illustrated books about sailing and all schools or clubs producing a winner will get a sailing book for their libraries.

ASTO brings together a number of bodies such as the National Schools Sailing Association, the RYA, the Sea Cadet Corps and the Sports Council.

Entry forms for the competition, which closes on June 30, can be obtained from "Tall Ships", care of The Coca-Cola Export Corporation, Atlantic House, Rockley Road, London W14 0DH.



Heeled to the breeze: the Royalist.

Cyclists flock from abroad

by Les Woodland

More overseas teams than ever before are on the list for this year's Butlin International, prestige promotion of the English Schools Cycling Association.

Belgium is likely to be the newest addition, joining France, West Germany and the Netherlands, all of whom first came to the three-day race during the past two years.

Officials of the 10-year-old association are also waiting to hear if there will again be a team of four from the United States.

The last American team created more interest than they did impact on the race, but a return would be welcome, especially as American officials now have the measure of the race.

The overseas teams will again meet the regular mixture of home national and regional teams, drawn from Scotland, All-Ireland, the Isle of Man and Wales, and regional English teams representing North, Midlands, South, and possibly East.

ESCA officials are reluctant to claim that theirs is the world's largest race for schoolboys, but many believe it is.

About 60 riders, 20 team officials and another 30 officials will live together for five days at the Butlin holiday camp at Filey, North Yorkshire, over the jubilee bank holiday weekend in early June.

The strength of the overseas teams has still to be seen. England North, Ireland and the Isle of Man have always had the edge, although the Germans nearly carried off the honours in 1975.

Last year's Dutch team, expected to be powerful in the road events, held for the first time within the holiday camp, frankly disappointed. But they, like the French, are certain to send a stronger team this year, and the home teams may lose their superiority for the first time.

Top rowing job for Loughborough man

Richard Wait, now in his fourth year at Loughborough University, has been appointed a national coach by the Amateur Rowing Association. He will cover the North-East but will be based at the national rowing centre at Holme Pierrepont, Nottingham.

Mr Wait, a former international oarsman, gave up a career in forestry to get a diploma in Physical Education at Loughborough. He is now studying for a Physical Education degree.

Moves to defuse an election bomb

How to finance voluntary secondary schools is certain to be an issue in the Republic's forthcoming general election, in view of recent statements by organizations concerned with Roman Catholic secondary schools.

The organizations, who argue for parity of support between different types of schools, support their case by pointing out that expenditure per pupil is higher in the publicly financed vocational, community and comprehensive schools than in the secondary schools which are largely owned and run by religious interests.

They also say that the vocational schools, in particular, have a more favourable pupil-teacher ratio than secondary schools—17.5:1 compared with 20: 1—and that all their efforts to reduce this inequality have been fruitless.

Defenders of the public sector can point out that many costs in the vocational sector are much higher than in secondary schools. The vocational schools tend to provide more subjects such as woodwork and metalwork which call for a high expenditure on equipment and materials.

Many secondary schools also operate a rough-hewn system of social selectivity, helping to create a situation in which the publicly run schools, which are statutorily barred from practising selection, have to deal with a higher than average number of entrants with problems calling for remedial attention. Unlike most secondary schools, they also operate a wide range of evening courses, as well as assuming responsibility for large numbers of trade apprentices.

The Minister for Education, Mr Thomas Barry, has already moved to defuse the issue by announcing that the capitation grants which are normally paid to secondary schools, although in many areas after the end of the school year to which they are related—will now be partly paid in advance. About 30 per cent will be paid before the end of the relevant school year.

In a move which is aimed at deflecting another important lobby—and which is also in accord with his own personal convictions—the Minister has announced a small increase in the capitation grants to schools which teach all or some of their subjects through the medium of the Irish language.

In spite of these ameliorative gestures, the issue of school financing will continue to be a major one in the campaign for the election—expected in Spring—gathers momentum. The main Opposition party, Fianna Fail, has already promised to remove local authority rates payable by secondary schools if it is returned to office.

Secondary schools are the only educational establishments which are fully rated, and the cost to some schools is estimated at £6,000 a year. Many of the schools, however, occupy only a portion of much larger areas owned by the religious authorities which own them.

* * *

The Irish Christian Brothers, who last week announced plans to bring parents on to new management boards for their secondary schools, are the first Irish religious order to perceive the value of parental support in defending the denominational—and often selective—secondary school system.

During the past three or four years, a number of parents' organizations related to individual CB schools have been encouraged to unite in a Federation which has proved a powerful political instrument, not least at election times. Its influence is disproportionate to its numbers: the CB schools represent something less than half of the total number of boys' post-primary schools in the Republic.

It has, however, benefited from the services of a professional public relations firm, and from a general feeling that the Government is hostile to voluntary schools—a feeling which not even the three-year tenure of office of the previous Minister for Education, Mr Richard Burke (a declared supporter of these schools) was able to eradicate.

Mr Burke has now departed to Brussels as Irish EEC Commissioner, without actually providing any of the legislative instruments he once promised would copperfasten the position of the voluntary sector, and this may be another reason why the pressure is again building up.

The parents' federation do not merely echo the policies of the religious order which controls their schools, although in many areas these policies are virtually synonymous. On one particular issue—that of coeducation—they are probably as deeply divided as the order itself, which is prevented by its internal regulations from accepting girls into its schools but which includes many Christian Brothers who would like to make a break with this tradition.

* * *

At primary level, where parents have already been elected to the new management boards of about 3,500 schools, there is a possibility that a national parents' organization will also be established. Such an organization would, however, not be under church auspices, unlike its counterpart at secondary level, but would be organized on an interdenominational basis.

Irish diary



The church authorites who control the primary schools have made little secret of their displeasure at the prospect of any independent, nationwide parental organization. In fact they have succeeded in writing into the latest guidelines from the Department of Education stipulations to ensure that the parents who are members of these boards—elected members, as it happens—may not report back to the parents who elect them or breach the confidentiality of board proceedings in any way.

* * *

The tapes have finally gone up for one of the hardest-fought two-horse races this year—the competition for the general secretaryship of the powerful Irish National Teachers Organization, which organizes some 18,000 teachers, mostly at primary level, in both the Republic and Northern Ireland.

There are, in fact, three contenders, but it is widely accepted that the two front-runners are Mr Gerry Quigley, northern secretary of the union, and Mr Tom Gilmore, a Dublin teacher who is a member of the INTO executive.

Both are able organizers, although Mr Quigley has marginally more star quality, and is able to point to the embarrassing differential between pupil-teacher ratios in the North's primary schools and in the Republic. He can also, presumably, call on a large measure of support from Northern members of the union: the election will be carried out by a postal ballot of all members.

Mr Gilmore, on the other hand, is well known and liked in Dublin, where there is also a considerable block of votes. He is thought by some members to be the favoured candidate of the outgoing general secretary, Senator Sean Brosnahan, but Senator Brosnahan has, naturally, maintained a studied neutrality on the issue.

The outcome of the contest may eventually turn on the attitudes of the provincial members of the organization, among whom the Cork group is probably the largest and strongest, and whose allegiance is not yet clear. The candidates—the third is a member of the INTO head office staff—have been forbidden by the executive from issuing public statements during the election campaign, which will, therefore, be conducted on the basis of personal canvassing.

John Horgan

In brief

Music therapists unite

Professional music therapists in Great Britain have formed an association to protect their rights and promote standards. It proposes to issue a quarterly newsletter, to compile a list of situations vacant for music therapists, to establish fair pay and conditions and help the further education of its members. Details from the secretary, 72 Springfield Road, King's Heath, Birmingham 14.

Sex education

A pamphlet which gives advice to the parents of handicapped children *Help your child to understand sex* —has been published by the National Society for Mentally Handicapped Children. Written by Victoria Shennan, the pamphlet costs 30p and is available from the society at Pembridge Hall, 17 Bembridge Square, London W2.

Award for design teaching

The fourth Burton Award, now open to teachers of design as well as teachers of other subjects, has been announced by the Royal Society of Arts. Details from the Royal Society of Arts, John Adam Street, London WC2.

Police get gardeners

Nineteen unemployed teenagers are being taken on for work by the Suffolk police as clerical workers and gardeners under a £2,000 Government employment scheme.

Carrot for training

Wiltshire County Council is establishing its own award for teachers who successfully complete a programme of seven one-week courses in careers education. The award will be known as the Certificate of In-Service Training (careers education and guidance).

Change of address

The new address of the National Textbook Reference Collection is University of London Institute of Education, 2 Taviton Street, London WC1. This is the address for personal callers. All post should be sent to the University of London Institute of Education in Bedford Way, London WC1.

Safety in the farmyard

A national campaign aimed at reducing the number of child accidents on farms, particularly with agricultural machinery, has been launched by the Health and Safety Executive. About 25 per cent of fatal farm accidents in Great Britain are to 16-year-olds and under, and 75 per cent involve machinery. The campaign—"You can't play safe with machines"—is part of the EEC Farm Safety Week from May 1-7.

Bursaries for directors

The Arts Council will be giving a number of bursaries in 1977-78 to trainee directors and already established directors. There will be up to six bursaries for trainee directors of up to £1,800 a year. There will be in-service bursaries of up to £1,000 and up to four bursaries for associate directors of up to £2,500. Details from the Drama officer, Arts Council, 105 Piccadilly, London W1.

Introducing you to APU

The first of a series of leaflets about the Assessment of Performance Unit has been published by the DES. Called *APU—an introduction*, the leaflet explains why the unit was set up, how it works and what it does. Copies free from the DES, Room 1/27, Elizabeth House, York Road, London SE1.

People

Mr John H. Williams, vice-principal of Solihull College of Technology, is to be principal of Eastbourne College of Further Education.

Schools

Mrs Betty Little, deputy head of Wildground Infants' School, Dibden Purlieu, is to be head of St. Mark's Infant School, Highcliffe, Dorset, from April.

Mr Dermot Conway, senior teacher at Henry Compton school, is to be the new head of Mary Boon secondary school for girls in Hammersmith.

Universities

Professor Trevor Angus Villiers, head of the biological sciences department at Natal University, Durban, is to be professor of biology at Salford University.

Professor Norman Henry March, professor of theoretical solid state physics at Imperial College, London, to the Coulson chair of theoretical chemistry at Oxford University.

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Republic of Ireland

Cuts expected in free books scheme

from our correspondent

The free books scheme for the Republic's 3,500 primary schools is to be cut by half next year, according to estimates submitted to the Dail. The grant this year will be £250,000 which works out at slightly less than 50p per pupil on a national basis. A Department of Education spokesman said that last year's grant had not been fully used.

The grant scheme works at the discretion of school principals who certify the percentage of their pupils they feel are in need of assistance towards the purchase of school books. The Department then makes money available to the principals on a per capita basis and it is distributed to the needy children. The remainder of the children have to pay for all their books themselves.

The administration of this scheme has been sharply criticized in recent years, notably by parents who feel that forcing children to identify themselves as being in need of help is a prime cause of a social stigma in school. A similar scheme in secondary schools remains uncut for next year, with a total budget of 600,000.

Overall, the budget increase works out at 8.5 per cent over 1976, but this is largely accounted for by the rise in teachers' salaries. Primary education has the lowest percentage increase at 5.4 per cent. Because of inflation the education service this coming year will be facing substantial cuts in real terms in many of its ancillary services.

Jobs subsidy for leavers

DUBLIN

Unemployed school-leavers in the Republic will be among the main beneficiaries of a new employment premium scheme announced in the Budget.

The new scheme will subsidize the employment of school-leavers by employers in manufacturing industry by £10 a job per week.

The scheme is expected to reach back to include school-leavers from the hard-hit years of 1975 and 1976, as well as outward to include those whose employment experience has been marginal or who have only had dead-end jobs.

The total amount of money for the overall scheme (in which adults will be subsidized at £20 a week each) is £4.1m, and 5,000 school-leavers, as well as 6,000 adults, are expected to benefit.

In addition, another 1,500 school-leavers are to benefit from an extra £1m for the Community Youth Training Programme run by the National Training Council. The scheme is aided by the EEC.

Under the scheme, in which 500 school-leavers have already participated, unemployed school-leavers are trained for several weeks by an unemployed craftsman in a state training centre, and then go to work on projects of social and environmental significance.

Greece

Secondary exams get shake-up

ATHENS

Secondary school examinations will be simplified in Greece this year as part of the government's programme of educational reforms. The main novelty is the abolition of the mid-term examinations. Teachers will be able to carry out occasional tests to assess pupil performance.

Entry examinations at secondary schools will be limited to two subjects: composition and arithmetic.

Entry examinations in general and technical lycées will be limited to three basic subjects and one optional. For the general lycées pupils will be examined in composition, ancient Greek, and mathematics, and will be given an option between history or physics. For the technical lycées the subjects will be composition, mathematics and physics, and optionally chemistry or geography.

Sweden

Major inquiry launched into 16-19 provision

from Mike Duckenfield

STOCKHOLM

Ways to reform voluntary, post-comprehensive education for 16 to 19-year-olds so as to give all upper secondary school leavers a realistic choice between work and further study are to be examined by a newly appointed government commission.

A successor to the U68 and SIA commissions on higher and comprehensive education, the investigation—which will last several years—is expected to lead to a major, though gradual, revision of upper secondary education and an expansion of equivalent adult tuition.

The commission, which gets down to its main work this year, comes only five years after the implementation of the 1968 secondary reforms which saw the amalgamation of the academic *gymnasia*, professional and vocational schools into the integrated upper secondary school.

It follows proposals from a specially created project group within the Education Ministry which were presented to the former Schools Minister, Mrs Lena Hjelm-Wallen, at the end of 1975 (*TES*, January 23, 1976).

Among other ideas, the group suggested the creation of short, work oriented courses, which could be linked together to make up a full study programme over a period of years with tuition both in schools and municipal adult education classes.

There are currently upper secondary schools in about 220 of Sweden's 278 municipalities catering for 220,000 pupils. The schools offer 23 courses lasting between two and four years as well as a variety of special courses of between one term and two years.

The decision to plan further reforms is, in some ways, surprising. Only 10 per cent of the new schools have been fully integrated in that they contain a satisfactory mixture of courses and a fairly equal distribution between vocational and theoretical pupils.

In many municipalities the predominantly vocational two-year courses are housed in the former vocational schools (*yrkesskolor*) and the theoretical courses in the former *gymnasia*. So far, the upper secondary school is an administrative rather than geographical or educational unit.

Nevertheless, both the present government and its Social Democrat predecessor have argued that the school needs reforming in line with the commonly agreed current education policy.

Despite the 1968 reform, there has been no overall examination of opportunities for coordinating the different courses. The U68 report, published in 1973, argued that more general studies should be introduced into vocational courses and more work guidance into theoretical courses.

In practice, pupils' opportunities for making a choice between further studies and a career on leaving school are very limited and enrolment trends since 1971 have widened the gap between those studying for a future job and those aiming for places in higher education.

While the numbers entering the three- and four-year academic courses have remained relatively stable—about one-third of the total—those for two-year vocational courses have risen from 36 to 52 per cent creating a corresponding decline in the popularity of two-year theoretical courses, which make up the remainder.

In investigating ways to change course content so that all pupils are equally prepared for study or work the commission is to consider alternating work, and study with a "sandwhich-type" withdrawal from learning.

Also to be examined is the possibility of grouping courses into occupational categories giving each group a common core of tuition. Current approximate groupings show that about 50 per cent of places are in the natural sciences and technology, 30 per cent in the arts and social sciences and the remaining 20 per cent in economics and administration.

Another motive behind the investigation is to make secondary schooling more attractive to older teenagers. Although the new schools were designed to take nearly 100 per cent of 16-year-olds—in principle all comprehensive leavers could enter—only 70 per cent enter directly and 14 per cent of the age-group receive no upper secondary education at all.

In addition, as many as one in six 16 to 19-year-olds drop out of studies and only 57 per cent of 16-year-olds enter directly *and* complete studies in the minimum time without changing courses in midstream. Studies have shown that drop-outs and non-continuers are the hardest hit by unemployment.

Soviet Union

Evening school drive planned

by Kenneth Shaw

With industrial planners sticking to their refusal to release more workers from factories to go to school, the Soviet Union is planning major improvements in the system of evening schools.

About one-third of workers have not completed eight-year education and 13 per cent are without secondary education. The main road to secondary education for these is through evening schools: some 3,743,000 attended in 1970, 4,983,000 in 1975 and 4,807,000 in 1976. The projected totals for 1977 are 4,696,000 and 1980 4,617,000.

The aim is to merge evening classes with existing trade schools. Of special concern is the high dropout rate from evening classes, which varies from 2.6 to 19.2 per cent over the various Soviet republics. In the higher levels, grade nine, for example, about 56 per cent of students dropped out over three years.

Links between industry and secondary schooling are also to be tightened. Education Ministry figures indicate that one in three workers in aviation and shipbuilding lack secondary education; in electrical engineering, electronics, radio and on the railways it is one in two.

About two-thirds of the evening class students are manual workers, 18 per cent attend polytechnic schools full-time, 9 per cent are white collar workers and 6 per cent [illegible].

France

Long holidays may end

from Mark Webster

PARIS

Proposals for altering the rhythm of the much-criticized French school year have been outlined to the Cabinet by M René Haby, Minister of Education.

The major intention would be to spread the year more evenly by dividing the three months' summer holidays and abolishing Saturday schooling in favour of a full day on Wednesday.

Both the difficulties are legacies from the French rural and religious past. The long summer holidays were originally necessary for children to help with the harvest. They have now become hallowed ground because of the French obsession with summer vacations.

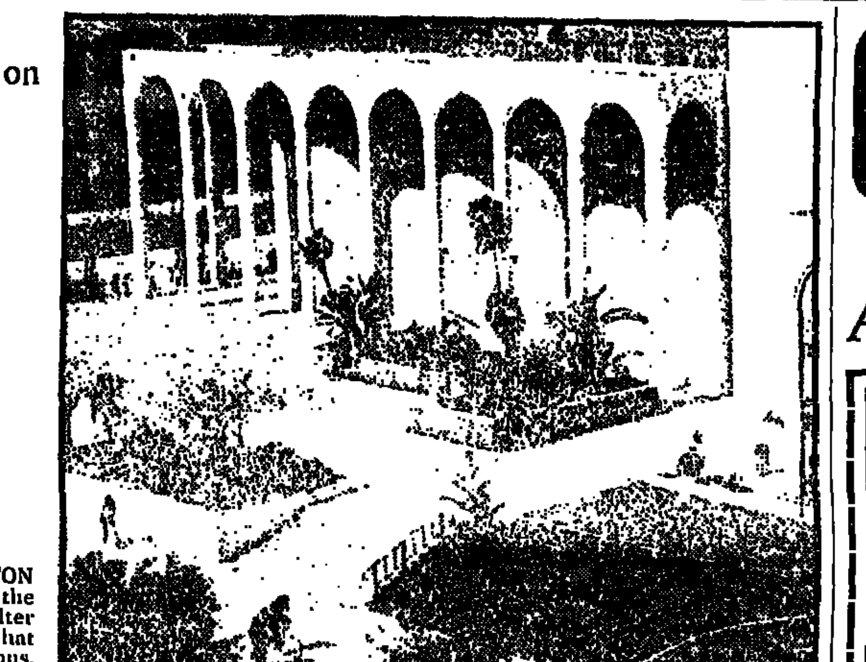
Saturday schooling once left Wednesday afternoons free for children to study religion, which was banned from normal classes. Now pressure is growing from parents to keep the weekend free in line with many other European countries.

At present France has a shorter school year than any other European country, which means pupils must work far more hours during the week. If, under pressure from parents and teaching unions, the school year is kept the same length then M Haby will probably insist on making the terms of roughly equal length.

Nearly all the proposals are opposed by the teachers.

Michael Binyon, North America correspondent, on the boom in adult education in the United States

Staying the course



San Diego State University: part of the 19-campus network in California.

WASHINGTON

One of the hopes raised by the elevation of Senator Walter Mondale to Vice-President was that one of his major preoccupations, lifelong learning, would similarly receive more attention. So far Mr Mondale has not spoken out again on the subject since his election. But for a variety of other reasons adult education is increasingly becoming a major focus of hundreds of colleges and universities as the back-to-school movement gathers momentum.

The enrolment of those aged over 25 has risen sharply. In 1975 3.7 million adults registered for college courses, 34 per cent of total college enrolments. This was more than double the total of 1.7 million in 1970. By 1980, the Census Bureau estimates, adults could form 40 per cent of the total college and university population.

The movement has the strong encouragement of the colleges themselves. As the school population declines and the demand for higher education among the 18 to 21 age group levels off, colleges have become increasingly anxious about empty lecture halls and soaring deficits.

There are now about 11.3 million students in higher education in America, and their average age is rising. Not only traditional, four-year universities are opening their doors to adults: community colleges are more and more engaged in retraining, in providing courses for people with long experience in industry, and in running courses that appeal as a leisure-time pursuit.

About a third of America's 3,000 colleges and universities are now offering some kind of adult education. It is estimated that in the year 2000 there will be 81 per cent more adults aged 35 to 44 than at present, and the number of people over 55 will be up by 27 per cent.

Many adults are going to college for the first time. Others are returning after a break of several years. The present high rate of unemployment has certainly persuaded some to get better qualifications. But there are also a great number of women seeking entry to the job market through college, as well as middle-aged people changing their careers and retired people seeking some intellectual stimulation.

During the boom years of expansion in the 1960s, American universities were so preoccupied with the increased demand from traditional college-aged students that they had little time to spare to worry about adult education. Most universities had always offered evening classes more or less as a community service, teaching languages, yoga or other leisure-oriented subjects.

It was only in the 1970s, when the economic recession began to eat away at university budgets just as traditional demand for places began to slacken, that administrators discovered there was a vast untapped market among adults wanting specific vocationally oriented credit courses.

College administrations have been particularly encouraged that the attrition rate among adult students taking credit courses is much lower than among undergraduates. For example, the State University of New York (SUNY), in its largest adult programme, has a drop-out rate of 40 per cent, compared with the 50 per cent rate for students aged 18 to 22.

SUNY seems to have taken the lead in adult education. In 1971 it formed a new adult-education branch called Empire State College. Instead of a central campus students meet their tutors (known as "mentors") at 33 locations around the state, including schools, union halls, municipal buildings and even the World Trade Centre in the centre of Manhattan.

Empire State, like Britain's Open University, has introduced entirely new opportunities to adults. In the past two years the enrolment has grown from 2,400 to 4,000 with an average student age of 37.

The Open University model has also inspired the University of Mid-America. This is a consortium of nine universities in six mid-western states that reaches adults through home-study courses that include tapes, newspapers, slides and television. The Open University has been closely involved in negotiations over the use of material.

In California, where more students are engaged in higher education than in any one country in Western Europe, the 19-campus network making up the California State University system has also been more active in catering for adults.

The university recently created what it calls the "1,000 miles campus". At 11 sites around the state—as far as 1,000 miles apart—students can earn a second degree which is awarded not by the particular campus where they enrol, but by the university system as a whole.

Some individual universities in the system near a large population of elderly and retired people have made special arrangements for old people. Last year a pilot project began at the Long Beach and San José campuses, allowing those over 60 to enrol for full-time degree courses without having to pay tuition or application fees. Long Beach set a maximum of 200 older students, but had a rush of applicants in September.

Also in California, a recent report at Stanford University recommends a "limited expansion" of continuing education programmes.

Stanford, however, a prestigious private university, does not depend on adults for financial viability. In general, the Ivy League universities have ignored the trend, mainly because there is still stiff competition among 18-year-olds to get in. Columbia and Princeton do allow a limited number of adults to attend undergraduate courses on a non-credit basis, but the programme at Princeton is still very modest.

Australia

Protests as year gets under way

from William Purvis

SYDNEY

After only one week of the new school year the gloomy forecasts for 1977 by Australian teachers are being fulfilled. Industrial trouble has already begun.

One school in Sydney has not reopened because of disputes about staffing: and the largest Aboriginal school in the Northern Territory has stayed closed, too, because, according to the Australian Teachers' Federation, the federal government has withdrawn the necessary funds.

In Victoria there are more than 500 qualified teachers looking for jobs. The Teachers' unions say this figure could be 1,000 by Easter.

The unemployed teachers claim that the state government is imposing an artificial ceiling on teacher employment while class sizes are unsatisfactory. They argue that employment of the 500 teachers would enable class sizes to be cut.

Meanwhile, the Melbourne newspapers run almost daily accounts of teachers driving taxis or forming action centres to press for jobs. They have been dubbed the "classless society".

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We students can cope with this 'bias' . . .

Sir,—I read Professor Gould's article with interest and growing indignation. As an open university student beginning my third year of studies I would not dream of taking issue with Professor Gould on an academic basis, particularly since I have not seen the course units for E202. But there are several points on which I would take a stand.

I should like to point out that those of us who "for whatever reason, have not trodden all the other roads to university education" are likely to be of more mature age, at least, than the majority of undergraduates who have trodden the more usual roads to conventional university entrance. It may not follow automatically, but again, it is more likely that we have therefore a wider experience of life, and of socio/cultural issues, and are not likely to swallow, whole and undigested, any viewpoint.

Further, must everything with a Marxist label be condemned? Is there no good thing can come out of such a debate? And is it not possible to agree with some of the propositions which Marx puts forward, and reject others? Is this not what education is all about—to train the minds of students to be critically selective? To recognize "manipulation" if it is presented to them?

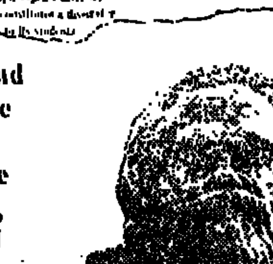
I am rather tired of reading about the anxiety of unquestionably experienced academics over the "bias" of Open University courses. I quote from the Open University social science foundation course, D101—the set book article by Daniel Katz. "The most general statement that can be made about the conditions conducive to attitude change is that the expression of the old attitude . . . no longer gives satisfaction to its related need state . . . and the individual feels blocked or frustrated."

If the Open University students taking E202 feel blocked or frustrated by its "central over-riding theme . . . of hostility" to capitalism, let them exercise their intellectual prerogative and disagree, logically, critically and with supporting evidence, in their TMAs (Tutor Marked Assignment). They will probably end up with A grades.

Ms JOAN GOODE,
45 Steepwood Croft,
Kings Norton,
Birmingham.

Scholarship, or propaganda?

20



'Slur', 'sensationalism' and just plain 'unfair' are some of the words provoked by Julius Gould's article in the TES on February 4. Here, five readers defend the OU course he attacked.

A political campaign?

Sir,—During the two and a half years in which we have been involved in contributing to the Open University course "Schooling and Society", we have naturally wondered from time to time what kind of reaction it would provoke. One reaction we did not anticipate was the ill-informed, irresponsible and widely advertised response made by Julius Gould.

Professor Gould purported to be writing a review of a collection of readings. But what he had to say had the distinct flavour of a political campaign directed towards Marxist sociology in general which carried with it a smear both on the sociology courses at the Open University and on the intellectual independence of our students.

His attack on the course is based upon two allegations: (i) that Marxism is over represented (both by quantity and by position) in the course; (ii) that Marxism has political overtones (which he regards as undesirable) in contrast with other theories of society.

What Professor Gould offered was a review of one book which is set reading for the course. There are a further nine set books—including two other course readers—which together provide and explicate a range of theoretical positions in the sociology of education. Presumably this is of no consequence to Professor Gould, prepared as he is to make sweeping attacks on a course the bulk of which he has not yet seen, and some of which indeed has not yet been written.

Not surprisingly, there are serious inaccuracies in what he says. We are told, for instance, of the block "Schooling and capitalism" that, "placed right at the beginning of the course of study, it preempts, via its concepts and its materials, the attention of its students in the service of one perspective without an adequate discussion of alternatives". What is in fact placed right at the beginning of the course is an introductory unit specifically designed to inoculate students against having their attention preempted by *any* single perspective.

The "Schooling and capitalism" block, in any case, by no means sets up a "non-problematic Marxism" against "straw man liberalism". There is some discussion both there and later in the course of the parallels between state socialist and state capitalist societies. And it is also made clear that the ideas which we set out to develop form the basis of continuing research and scholarship—not least from those contributors to our reader so undeservedly maligned by Julius Gould.

Professor Gould's second allegation shows him in an equally unflattering light. Even were the course to be as "Marxist" as he alleges it is, he still has to demonstrate the inappropriateness of Marxist theory, not only as a tool for analysing the social world but also as a guide to understanding the nature of other social theories.

His conception of sociology teaching appears to be one from which criticism of the practices and structures of our own society is absent. Theories of society are presumably acceptable if they are set in the context of the "history of ideas", and do not relate to the everyday politics of control in contemporary society. How else does one explain his acknowledgment that there may be some validity in a critique of liberalism as a legitimating mythology and in the reminder that schools reproduce economic inequality, yet all that he offers in response is a complacent statement that conditions are worse elsewhere?

Further, his assumption that other—ie liberal—types of social theory are somehow non-political, and lacking in policy implications is plainly facile.

Professor Gould is treading on dangerous ground. He may feel that he is merely engaging in academic debate. But his thesis and its implications are anti-academic and indeed illiberal. For Gould, Marxism must be contained. He does not concern himself with the truth or falsity of the claims of his opponents, only with their affront to his own political sentiments. This may be "open"—but is it not a further abuse of freedom, once more propaganda rather than scholarship?

ROGER DALE,
GEOFF ESLAND,
MADELEINE MACDONALD,
Faculty of educational studies,
Open University.

A smear—and unscholarly to boot

Sir,—As a contributor to the new Open University course "Schooling and Society", I was naturally interested to see advertisements in a number of journals announcing, under the heading "Marxist Bias", that there would be an article in your newspaper arguing that the course was "heavily slanted" and constituted "a disservice both to the university and its students".

Having read Professor Gould's article and discovered that it is primarily a commentary on one of three readers for the course, I am forced to conclude that you are more concerned to increase your newspaper's circulation by employing smear techniques and sensationalism than to contribute to the standards of "scholarship" which in the title of the article, you contrast with the alleged "propaganda" of the course.

It may or may not be the case that the course as a whole is Marxist in orientation. Many Marxists would certainly wish to question such a view. Even if it is, this may or may not be deplorable. It would, however, not be unreasonable to expect that an article advertised as this was would be based upon an analysis of the course as a whole rather than one specific part of it.

Professor Gould himself is honest enough to admit the limited scope of his comments at one stage in the article and, despite the implication of your advertisements, his major complaint seems largely concerned with the phasing of the course units. Nevertheless, the general tenor of his article is a dismissive one and much of it fails to meet even the traditional standards of scholarship which he claims to be defending. It is, for instance, sad to see how little research he must have done into the nature of the course before putting pen to paper.

He conveniently neglects to tell your readers that, before the block on schooling and capitalism, there is a unit which deals with one of his central concerns—the assumptions which underlie sociological perspectives. He has even approached the reader, upon which he focuses so much attention and scorn, in such a superficial manner as to mistake the number of contributions a particular author has made to it. More fundamentally, he conflates what he regards as the Marxist perspectives of the course with the so-called new sociology of education, and thus fails to make a distinction which I am quite sure students following the course will be able to make.

Perhaps I might therefore suggest that Professor Gould would himself benefit from treating the course as a serious, if disturbing, contribution to the sociology of education rather than encouraging others to dismiss it before it has even started.

G. J. WHITTY,
University of Bath.

Open and honest

I might remind Professor Gould that it is not known what other universities may be teaching, while the Open University sells its wares on the open market. It would be folly for it to show any bias in any way, and absolute folly for anybody to believe that this is so, especially when they base it on such slender evidence as Professor Gould does, and when the course is not completely written.

S. BARLOW,
2 Claremont Gardens, Bingley.

Refusing to duck our intellectual responsibilities

Sir,—Had the Open University "Schooling and Society" course slipped Marxism in, Professor Gould might have been more justified in taking up his cudgels. The very openness with which the course signals its orientation to OU students (thus making it impossible for them to imagine that the relation of the education system to society can be analysed with no theoretical presuppositions) seems also to have played into his hand.

Professor Gould has operated this double bind with his customary skill. I see that the fact that I am due to write a unit in this course is quoted by him as self-evident proof of its bias. Since he cannot possibly know what that unit is to contain—it has only just been drafted—I cannot help feeling that something other than disinterested scholarly interest has prompted his well advertised intervention.

Professor Gould is, of course, welcome to the view that there is nothing wrong with the unequal distribution of power in society (though even the father of modern liberalism, Mill, stumbled when he came to that one). But he is not at liberty to say that a course which questions this judgment is biased whereas his own preference for unequal societies is value free.

The fact that non-capitalist societies have their own forms of inequality is neither here nor there; when did two wrongs make a right? He seems to think it wrong that OU students should become involved in a debate about Marxism. Is not it a perfectly legitimate educational aim to involve students in debating the frameworks—Liberal, Conservative or Marxist—in which their courses are framed?

Again, there is nothing wrong with Professor Gould expressing his satisfaction with the pattern of contentment created by liberalism and market societies. But by the same token he ought to allow the course team its right not to celebrate this particular mode of contentment.

He appears to think it a fault that an OU course should make its students critical of given social goals and arrangements. It used to be a strength of academic liberalism that it valued the critical function of knowledge. How has this mighty social philosophy fallen—drawn in its horns, in keeping with our present iron times. . . .

Professor Gould expresses surprise that liberalism should be so much a target of this course. There are at least two good reasons for this. First, liberalism is the dominant perspective in which the relation of the education system to society is framed. To indicate to students an alternative perspective means, inevitably, offering a critique of the framework which generates our current knowledge about that relation.

Second, liberalism not only claims to be a better social philosophy than other contenders. It also makes a meta-claim—it denies that it is a social philosophy at all. It presents itself as non-ideological, and everything else as over-ideologized. Thus it only generates facts, whereas all other approaches generate biases.

This self-presentation has—precisely—the ideological effect of concealing its own ideological and theoretical premises. Thus, even if all its propositions about the world were true (which they are not), it would be necessary for this aspect to be critically unmasked, if only so that students should come to understand that facts are not quite the self-evident, given, presuppositionless objects which this theory proposes them to be. I am glad the OU course does not duck its intellectual responsibilities here.

I can see why Professor Gould wants to preempt any "Pavlovian-reflex nonsense about McCarthyism". I cannot speak about his intentions in writing the *TES* article; or the *TES*'s in publicizing it so sensationally. But I am sure that it will have, in the present climate, the effect of screwing the ideological temperature up another notch. I do not believe that so sophisticated a critic as Professor Gould could be unaware of this outcome. Ideological interventions have practical consequences, whether intended or not.

STUART HALL,
Centre for Contemporary Cultural Studies,
Birmingham University.

Battle looms on many fronts

Sir,—Derrick Williams (January ...) draws attention to a likely po... conflict between local poli... and teaching staff in the ar... worker participation in coun... committee decision making; ... thing which he states has al... been legislated for and estab...

Teachers may add this to ... rent list of encroachments in ... sphere of influence which includes increasing parental ... sure on school management ... discipline; DES proposals ... Schools Council and evaluati... school work, and politician... industrialist pronouncements ... curriculum. Most of these issu... already the subject of official ... mittees of enquiry and of ... form aspects of the Great De... The teacher's territory is bein... defined.

Whether the teaching force is ... and willing enough to fight suc... fully on so many fronts si... taneously will be put to the test ... the light, however, of the additi... economic pressures which are b... ing down on the teacher's ba... tenure, these other problems may ... accorded a significantly lo... priority. The danger with resp... to representations on education co... mittees is that to release the ... hold on the higher slopes of decisi... making is to forgo the possible ... tage ground from which the ot... matters mentioned may be tackl...

G. R. HAYWOOD-HICKS,
Greenfields House,
Upper Coxley,
Wells, Somerset.

Nasty type of bureaucracy

Sir,—The British Mountaineering Council has produced the ... report on mountain training and ... now trying to get the Mountain Leadership Training Board to accept it. One recommendation is that the Mountain Leadership Certificate be replaced by a report, compiled by the course director who would ... the opinion of instructors ... assessors.

The report would be confidential—the candidate would not be allowed to see it. It would be ... able to employers and could ... be copied and filed. While the report is particular to a person's ability on the mountains as a leader it could easily be interpreted ... transferred, quite wrongly, to ... ability as a teacher in a classroom.

Most education authorities ... demand that staff have MLC before children can be taken into hill country, and many enthusiastic teachers are undergoing mountain training to this end. Unfortunately, it is ... energetic, dedicated and ambitious teacher or youth leader who is ... susceptible to this nastier type of bureaucracy.

RICHARD ROBINSON,
7 Clifford Court,
Penrith, Cumbria.

What the heads do think

Sir,—For a second time within a few months a view expressed in one of the Headmasters' Association's occasional papers has been treated as official association policy.

Stephen Cohen's article in your last issue says that "the Headmasters' Association does not think that secondary schools suffer by having their older children removed". This is simply not true. The association's policy statement *After Sixteen* declares as its first principle. "Whenever it is possible, secondary schools should retain or develop sixth forms offering an educationally adequate range".

The HMA, like any good association, contains members who hold many different shades of opinion and some of these views are published as occasional papers for wider discussion. The one Stephen Cohen quotes comes from such a paper written by a group of sixth-form college principals. It deserves attention as such, but it does not represent the view of the HMA as a whole.

B. J. DORRELL,
General secretary,
Headmasters' Association.

Save our sixth forms

Sir,—Before well-meaning politicians and ambitious educational planners sweep our sixth forms into tertiary colleges because it is alleged they are not viable, may one ask, what is a viable sixth form?

Sir Harold Wilson tells us he was the only member of his school's sixth form and found the experience a good training for tutorials at Oxford. Was it viable? Most of us educated at grammar schools attended sixth forms of fewer than 50 pupils. Were they viable? The City of Sheffield's present policy is for all comprehensive schools to share in sixth-form education. Collectively they provide 30 A level subjects and the usual non A level courses at an actual cost of one member of staff to every 11 pupils. Are they viable?

It is worth noting that parents with what Ernest Bevin called "the horse sense of the common people" were influential in the formation of Sheffield's policy. They saw it as common sense that a school with a sixth form would be better than one without, since it would attract more ambitious and better qualified staff. It was obvious, too, that teenagers staying on at school needed careful guidance and control by teachers who knew them well.

To this horse sense, those of us who have seen schools grow their own sixth forms would add three further points. Younger pupils are more strongly motivated when they can see their seniors going into the sixth form and on to jobs or higher education. It is also salutory for sixth formers to experience the restraint of example and the responsibility of helping to run a school.

Education is a continuous process and if we are to have four stages, rather than three, before the age of 18, we may find ourselves moving towards a four year degree course, because of lowering standards brought about by fragmentation of the educational process.

Schools are essentially organic organizations rather than mechanistic institutions. A good school grows out of leadership and quality teaching. It is a product of ethos rather than of size. Parental commonsense and professional experience both recognize the leadership and quality potential of sixth forms. Surely this is what makes them necessary and, therefore, viable. They are an essential part of the provision of equal access to educational opportunity at the secondary level.

WILLIAM S. HILL,
Headmaster,
Myers Grove School,
Sheffield.

Sir,—In your front page leader (February 4) you state the problem of the small sixth form. Very large comprehensive schools sometimes produce tiny sixth forms.

I do not think the sixth-form college, or transfer to a college of further education, are the only solution in times of economic retrenchment. Many schools, for many reasons, will passionately wish to retain their sixth forms. Let them do so, but under certain restrictions.

May I recall the period 1925 to 1955 when sixth forms were growing in grammar schools, but where they were small in comparison with those of 1965. I was taught in a small (1929-31) sixth form, and taught in sixth forms from 1935 to 1968, when they were of monstrous size. How was it done in those days when there were virtually no staff available for teaching the sixth, except in large and famous schools?

In my day we saw a teacher once or twice a week in each subject; and I taught for many years under similar conditions and later with quite large classes. In those days the pupil had books and sank or swam; and I believe the results were good. In fact they were as good as those of today where six or eight lessons a subject with a teacher present may be the rule. It certainly gave the good pupil individuality and self-reliance.

I do not think more weak candidates dropped through the system, but, no doubt, rather fewer were buoyed up by over-teaching. I recommend a return to the under-taught sixth form

D. J. DAVIS
77 Kelfield Avenue,
Birmingham.

Ends that justify rote learning

Sir,—Gordon Ralph's comments (January 28) to the effect that slow children cannot be taught mathematics successfully by rote methods while quicker children take more readily to this form of teaching would seem to be in need of clarification if the issues currently under scrutiny are not to be blurred.

First, rote teaching of the rules of arithmetic to both slow learning and more able children, is of course possible. However, it is generally accepted that meaningful application of this learnt skill to appropriate situations does not necessarily follow.

Moreover, even if a child does see the relation between a physical situation and its arithmetical description in a particular instance, he nevertheless may not possess the ability to generalize this knowledge to other situations. In fact this limited ability to discern patterns, analogies and relations is one of the chief characteristics of the slow learner.

Therefore if we understand by mathematics, the ability to see and develop relationships between apparently unrelated phenomena, then rote learning (or instrumental learning in Professor R. R. Skemp's terminology) can do little to develop such ability.

However, if we are concerned merely with "the mathematics required in employment" (Norman Freeman, January 28), then rote learning of tables and rules of thumb for addition and subtraction assume a much more significant role. (For example, a practical understanding of "place value" would be quite sufficient without an appreciation of other number bases.)

Thus, the serious teacher of primary mathematics finds himself on the horns of a dilemma; namely, which of these two aims of the mathematics curriculum to emphasize—the pure or the applied aspects, by which they later become known).

This is the deeper point at issue in the current debate on standards in mathematics. Is it appropriate (or desirable) that mathematics teachers should be left to resolve it?

D. WOMACK,
Riverside ESN School,
Manchester.

Left out of in-service

Sir,—Your notes about the behaviour of Cumbria County Council in [illegible] (January 28) are substantially inaccurate. They give a false impression of the county council's attitude to in-service education.

They are basically parochial. The support currently lent to Charlotte Mason is bought at the expense of any of us through the county's refusal to second professional personnel to any other institutions of higher education.

No matter how good Charlotte Mason might be, it is quite unable to offer much to the majority of teaching staff. It cannot offer courses to advanced education staff, to most specialist staff or staff in the county's various colleges.

The college is good publicity for the county. It is probably quite good as far as it goes; but it is not capable of providing a proficient system for the further professional education of the county's educational personnel. It is arrogant nonsense to presume that any one institution can, particularly when it is tiny, limited in resources of all kinds and parochially specialized.

We must be thankful that other counties have a more realistic vision of in-service training.

P. A. NASH,
Harraby Evening Centre,
Edgehill Road,
Carlisle.

Music on the move makes sense

Sir,—Your paper is distinguished this week (February 4) by the inclusion of two articles by different authors both suggesting that qualified instrumental teachers would be better employed in the classroom than in dashing from school to school and enjoying a teaching ratio of anything from 1.8 to 1.1.

As a qualified peripatetic myself I must admit that some waste of time and effort does take place, but it is a fallacy to suggest that the solution would be to shovel us all back into the classroom. The two skills are quite different, and competence in one does not necessarily imply competence in the other. Moreover, it is reasonable to assume that both classroom and peripatetic teachers choose their respective careers precisely because that is the way each can best impart his own particular teaching skill.

In fact, little teaching time is lost travelling between schools (*vide* Stephen Collins) since this mostly takes place after a hurried meal and while other teachers are still sitting in the staffroom disparaging their pupils, and each other. Peripatetics also work to a much fuller timetable than their classroom colleagues. There are no free periods in our day, except by accident, and many of us work through breaks, at dinner times and after school, not only teaching but also taking orchestra and band rehearsals.

The real waste of time lies in schools where the head of music is not a good organizer and either tries to get every pupil in the school to "have a go", thus resulting in a mad scramble and a terrific drop-out rate, or else is completely indifferent one way or the other, fails to chase absentees or replace drop-outs and, in the end, loses his allotted peripatetic time.

The ideal head of department (and there are many), screens his pupils for musical ability before sending them to the instrumental teacher, runs an efficient rota system, will not tolerate absenteeism and, above all, takes an interest in each pupil's progress. Such schools invariably boast a high all-round musical standard.

VICTOR CHUDLEY,
34 Priors Road,
Windsor, Berkshire.

Monologue?

Sir,—D. H. Freedman in his letter of January 28 quite rightly asks us to look closely at the quality of teaching, but he then asks teachers to take on the responsibility of breaking down barriers between parents and teachers and establishing a dialogue.

As a faculty of science, we are very much involved with self-paced learning and wanted to set up this dialogue partly to assure parents that the standards they demanded were being met and that, perhaps, we had something more to offer.

Being aware that the traditional open day and the parents' meeting are not the most suitable means of creating this dialogue, we sent out attractive invitations to every parent to enter our laboratories at any time to observe what is being done and to discuss with us the nature of our science teaching. The response after three months has been nil.

TERRY GIBSON,
Head of science faculty,
St David's High School,
Saltney, Clwyd.

It's politics not birthrate

Sir,—Almost every mention of education cuts is now causally linked with the falling birthrate. The effect of this is to suggest that the cuts have the same inevitability as natural phenomena rather than being a matter for government decision and, therefore, optional.

How the falling birthrate affects the numbers of teachers required, nursery provision, etc, is a matter of policy. Only one section of the school population is concerned—the 5-16 compulsory age group. Within even this group special provision for handicapped, remedial work, etc, is a matter of decision, not of pupil numbers.

The numbers of under-fives receiving nursery education and the places available in further and higher education are determined by policy. The 1972 White Paper set a target of 700,000 places for under-fives by 1981, enough to provide for only about one third of all three and four-year-olds. This figure has been slashed to 446,000—a drop far greater than the decline in birthrate!

Even these figures are over optimistic as DES Circular 10/75 indicates in telling l.e.a.s that "rising fives should not be admitted unless they make no additional call on education resources and do not prevent the redeployment of these resources for more essential purposes".

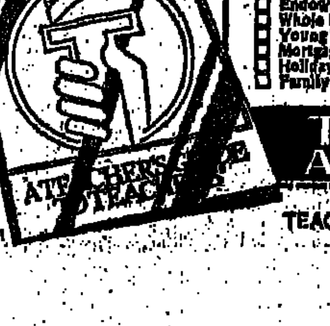
Such a policy has beneficial side-effects for the Government in that it keeps more women out of the labour market but does little to advance sexual equality! Meanwhile the acknowledged need for nursery schooling to underpin the education of children in areas of education disadvantage is ignored.

Responsibility for these cuts and their effects must be directed where it belongs—at government policy and not the birthrate!

VIV PARKER,
Lecturer in Education,
North East London Polytechnic.



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TEACHERS' ASSURANCE
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LETTERS

Clash of styles on factory floor

Sir,—In all the discussion I have seen and heard of the Great Debate one important point has not yet been mentioned. To my knowledge no one has yet highlighted the fundamental difference between school and a manufacturing environment. (I use the term manufacturing rather than engineering, for the majority of school leavers do not enter what I understand to be engineering, but rather are employed on some form of production line or enter an apprenticeship for a trade.)

In school the system is one of change. This is effected in two ways. First there is a variety of lessons every day, and second the lessons bring the pupil in contact with new material and fresh experiences.

However, from my experience of working in industry and visiting firms over the past five years (through the good offices of the Public Schools Advisory Bureau that was, and the Isle of Wight Engineering Training Board) the emphasis is one of no change.

Manufacturing industry requires its work force to provide products of high quality at the same time in vast quantity. To do this it uses the incentive of high pay as an answer to the problem of boredom associated with repetitive work. What never ceases to impress me is the degree of concentration a person controlling a complex machine operation is required to bring to that task, though doing the same operation all day and every day.

The desire of the manufacturing industry is to obtain capable apprentices, who will in time become engineers able to create, develop, maintain and set up sophisticated machinery; and it has been this sector of industry which has been the chief critic of the standards of school leavers.

No doubt they have a need, but the criticism encompasses all school leavers and may, I suspect, be a veiled comment on the fact that no longer in schools do we drill our pupils to boredom, ready prepared for work on a production line.

Perhaps, as Shirley Williams points out, the training schemes of industry leave much to be desired, but there is a much more fundamental point here. The educative process requires continuing change and challenge to be present; industrial training is, however, an emphasis on the particular. How these two divergent styles can be bridged more satisfactorily must surely be worth considering in this Great Debate.

C. T. McCARTY,
Carisbrooke High School,
Newport,
Isle of Wight.



Drilled in boredom?

How was it at the front, professor . . .?

Sir,—To abandon a university chair and return to the classroom calls for sacrifice and courage. But does Harry Rée realize the conclusions that would seem to follow from the changes in the school scene which he is now encountering—the alienated attitudes of pupils, the different perspectives of staff, the new dilemma (and opportunities) that has impressed him and which he has described so convincingly in "Down the up staircase" (January 28).

One conclusion is that while he was professor of education he was in effect have been preparing teachers to deal with the situations he had experienced years earlier when he was a schoolmaster rather than those he is now facing. Another is that he has surrendered the chair to hasten back to his power base in York, to readjust or at least influence the courses in the light of what he sees to be the actual circumstances of today.

A return to the ranks may be salutary to the individual and raise morale in the commonroom. But it would be more valuable publicly if it were followed by a reversion to command with the attendant possibility of bringing about improved conditions of service and new strategies of training.

Surely this suggests that sabbatical should be looked at afresh. Instead of exchanges, fellowships, research or the writing of a book, they should be seen as an opportunity to renew acquaintance with what life is like at the sharp end. Then there would be time, thereafter, to make the needed changes.

I raise this question not in order to knock Harry Rée or his successor, Ian Lister: what I have written could apply equally to volunteer directors. But there does seem to be a curious characteristic in teacher preparation. If any new tactic is used in, say, a football match, the probability is that its deployment will have featured previously in training sessions. Not so in education.

Long after some approach has taken root in hundreds of schools relating community service to the curriculum, for example, or the introduction of tutoring programmes whereby older pupils help younger children—one searches in vain for its source of inspiration in some university institute or department of education: and one searches in vain.

The planting of the seed appears to owe nothing to any college of education or university institute. And no academic equivalent of capillary attraction ensures that the vital juice seeps upwards to invigorate the training of further teachers. Why should this be?

ALEC DICKSON,
Honorary Director,
Community Service Volunteers.



". . . and in the creative thought lesson I just lie back and imagine what Fred Jarvis looks like".

Rejection slip up

Sir,—Mr L. R. Kay, Secretary of UCCA, replies (February 4) to my letter of 14 January by stating that disclosure of all five applications to each of an applicant's choices is essential to the system, and goes on to say: "If universities had each year to consider 750,000 applications from 150,000 candidates without any indication of each candidate's preferences . . ." i.e. if all five applications had to be considered . . .

The only possible inference is that admissions tutors now manage to cope only by failing to consider some of the applications. This is what I had suspected, and this is what I complained of.

It is cause for concern that department X of university A cuts down on its admissions administration by considering only those applications which place it as first choice; that department Y, at B, reduces its work by not considering applicants who put it behind C and D; and that department Z, at E, saves itself time and effort by rejecting, without interview, applicants who include two or more course options, such as medicine at F, pharmacology at E and applied biology at G—"clearly, they do not know their own minds".

The one thing these unfortunate applicants do not know is the variety of arbitrary sieves used by university departments. They do not advertise them.

The existence of the clearing scheme is indeed a benefit for those who have just failed to meet the terms of their conditional offers (and for those others who have failed to make the right number of conditional offers to fill all their places); it is a very poor carrot for anyone who has been rejected outright—and, maybe, with very few interviews—by all five universities.

Thoughts of clearing will do little to sustain him while preparing for months for A level and while tackling the examinations. Mr. Kay refers to the relative infrequency of criticism of the UCCA system. What may be a mere fraction of 1 per cent of his experience is 100 per cent of the experience of a candidate rejected as a result of several departments failing to consider his application.

C. B. SPURGIN,
Wolverhampton Grammar School.

Muddle of modes and moderation

Sir,—I should like to follow up two points Mr Macintosh raised in his article "Time to end the quarrel" (January 28).

First he mentions that the superficial similarity between CSE boards can, in fact, disguise fundamental differences between them. Nowhere is this more clearly demonstrated than in the field of Mode 2 and 3 examining in the two intertwined Yorkshire boards.

If a common system of examining is established at 16 plus it seems likely from the feasibility studies which have been conducted that the future Mode 1 syllabus will lead to a common end-of-course exam rather than a common system; therefore, for the teachers in the schools, the regional board's attitude to Mode 2 and 3 examining will become even more important than it is now in CSE.

I have been involved with Mode 2 and 3 submissions to both the Yorkshire boards and the difference in their attitudes worries me. The administrative and moderating structure of the West Yorkshire and Lindsey Board is designed to encourage these two modes and any form of assessment which is capable of moderation is acceptable. The Yorkshire Board, on the other hand, is much more likely to want to alter the form of assessment to suit its own preconceptions. Also, my most recent involvement with the Yorkshire Board clearly demonstrates that it demands more of an assessment than that it should be capable of moderation.

I was involved in a group of teachers who were operating a Mode 3 syllabus but wanted to change to Mode 2. The fact that the syllabus had already been examined and moderated by the board clearly demonstrated that it was acceptable to the board and that it was capable of moderation. However, before the board would accept the Mode 2 submission it not only demanded an entry of at least 200 candidates, but it also insisted upon two major changes in the form of examining so that the majority of the exam would be identical to the Mode 1 examination.

The second point I should like to mention is Mr Macintosh's assertion that every subject has an identifiable common core. French has often been quoted as a subject in which "there is a wide measure of agreement among teachers on the ground to be covered by the end of a five year secondary school course" (Examinations Bulletin No 1 para 18). Sixteen plus candidates in French still tend to be more homogeneous in ability than in most other subjects, but, even so, there is now considerable disagreement about, for example, the value for the whole of this ability range of writing in French.

The reports of chief examiners both in CSE and in the 16-plus feasibility studies only confirm that different forms of assessment should be used in French for the different ability ranges, so, if there is fundamental disagreement in this subject, how much hope is there for agreement on a common core examination in other subjects?

MARCUS J. TYDEMAN,
6 Sancton Close,
Cottingham,
North Humberside.

Inspectors: are they a law unto themselves?

Sir,—Your leader, February 4, seems to me to misunderstand the nature of the relationship between the politicians and Her Majesty's Inspectorate, and at the same time to accept too easily its suitability for the tasks with which it is now faced.

I recently attended a meeting which was addressed by a former Secretary of State for Education. He stated, in reply to a question, that during his period of office, he had no contact with the Inspectorate, and that as far as he was aware this was the common experience of those political heads of the DES with whom he was acquainted.

Another questioner asked him if he had ever been made aware of the anger of the further education sector at what was widely seen as the disastrous interference of the Inspectorate in the establishment and implementation of certain further education courses. He replied that he had, of course, been approached on the matter, but had been advised that it would be improper for him to interfere.

It is tempting but possibly a little unfair to mutter about power without responsibility etc. What would, I think, be fair is to suggest that the Inspectorate as at present constituted and controlled is not a suitable instrument for the jobs it has to do. But who, in the circumstances mentioned above, could initiate and implement the considerable upheaval in the internal organization of the DES, and possibly in local education authorities which would be necessary to change the system? Perhaps a start could be made if the opinions expressed in public and in private about the Inspectorate could bear a closer resemblance to each other.

G. W. NICHOLLS,
26 Pannal Ash Drive,
Harrogate, Yorks.

Row over share-out of cash for film education

Sir,—I should like to question the rather odd historical perspective that Jim Hillier himself appears to have regarding the funding for film studies and in particular the National Association for Film in Education.

Shortly after NAFE was formed it was made clear to us by the British Film Institute that if we wished to be a grant aided body we would have to submit annual estimates for their consideration, and our grants for 1973-74 and 1974-75 were, in fact, made on the basis of such estimates. In January, 1975, we submitted our estimates for 1975-76 in the usual way (having been specifically requested to do so by the BFI) but this submission was inexplicably ignored.

It was only after the start of that financial year that we learnt that we would no longer receive an annual grant but would have to apply for seperate grants for every activity we wished to promote, and that in any case no grants would be forthcoming for the general administration of the organisation. Subsequent events (too involved to detail here but well documented) reflected sadly on the integrity of the BFI and we have been denied funds ever since—even in respect of major activities that we had already mounted before we were advised of the radical changes in procedure.

Furthermore, the significance of these events is underlined by the references to the association in the BFI's annual reports. In the 1972-73 report NAFE is listed under "grant-aided bodies" (along with the three other national organizations mentioned by Jim Hillier in his letter). In the 1973-74 report we were omitted from this list and appeared under "other grants". If you wish to find any reference to us in subsequent reports you will have to search the accounts.

In my view, the treatment of NAFE by the BFI may fairly be described as irresponsible. It is irresponsible because the BFI has been entrusted with all the public funds available to encourage and support the development of film and television education in schools, and we are one of the two bona fide organisations of film and television teachers whose concern this is.

While not wishing to deny the importance of SEFT's contribution, we feel that our role is no less important. In my view it simply cannot be seriously disputed that SEFT's major preoccupation is with theoretical issues and especially aberrations that are difficult in themselves but which have been made even less accessible by a tendency towards obscurantist presentation. Nor is it difficult to perceive (what is, after all, often quite explicit now) that SEFT's approach to film studies is increasingly circumscribed by a particular ideological stance.

It is these characteristics that have divided teachers in this field of study and made an alternative organization necessary. And it is the recent dominance of these characteristics that are largely responsible for the failure of image education to make the widespread impact on the school curriculum that its growing importance merits.

We further believe that practical work in film and television is not an inferior educational activity but one that necessarily entails theory. It may be appropriate in film studies at a certain level to emphasize "seriousness, coherence and usefulness" but in the general education of our children we might do better to find an approach that is stimulating, creative and purposeful.

NAFE would, in fact, have made a significant contribution to film education in this country had it not been undermined by the BFI at the very point when we were beginning to establish ourselves, and in especial need of sympathetic support. Jim Hillier refers to "the largest professional organization of film/television teachers in United Kingdom" but he cannot but be aware that "membership" of that body is tied to a subscription to one or other of its two journals.

Even assuming, however, that the active membership actually justifies this claim, is it at all surprising when one considers the restrictive support that the two organizations have received from the BFI?

Here are the grants made to them in the four completed (BFI) financial years since NAFE was founded:

	NAFE	SEFT
1972/73	£200	£3,000
1973/74	£1,000	£15,000
1974/75	£1,200	£24,000
1975/76	NIL	£30,000

NAFE would now welcome a full enquiry by the Secretary of State for Education into the distribution of funds for film education over the past few years, with particular reference to the criteria for examination, with a view to establishing a more equitable and responsible allocation of such funds in the future.

GRAHAM BAINES,
Chairman,
National Association for Film in Education.

23

On from the basics

In the second part of her survey of developments in junior schools, Virginia Makins suggests that a return to more traditional methods and content in response to the current debate may prevent children from reaching the standards of which they are capable

Visiting junior schools, and talking with teachers, advisers and researchers who visit many schools, my strongest impression is that though they are comfortable and happy places for children, only a minority are likely to add something decisive to children's lives.

There seem to be several reasons for this. One is the natural reluctance of teachers to abandon familiar teaching methods and content—even where they have changed to informal ways of arranging their classrooms. The old progressive belief in learning by doing, and the allied, but newer, emphasis on learning by talking, seem to have impinged remarkably little.

Another is the low expectations some teachers have of children, their belief that the extraordinary achievements of children in some schools are, in a mysterious way, entirely the products of the children's homes, or of amazingly gifted teachers.

Working class children are the victims of especially low expectations. Sociological research on class differences has encouraged a tendency for teachers to be outwardly warm and caring about these children—but to treat them as hopelessly deficient on the cognitive side. Their intellectual strengths, and all the experience they might bring to bear on school work, go unrealized. Consequently many children, at a vital stage when they are naturally happy to be in school, enthusiastic about learning, and enormously productive, are getting an unacceptably narrow and boring education.

There is no doubt that many teachers have adopted informal teaching styles. One study found that 80 per cent of teachers grouped children informally. But it also found that: "Despite the relatively informal classroom layouts, there was so much evidence of tight teacher control over where children sit and move that it seems highly doubtful that there is much opportunity for children to choose or organize their own activities in most classrooms." (Diane Bealing on the organization of junior school classrooms, in *Educational Research*, June, 1972.) And the Bullock committee, on their visits, found a great deal of disguised formal teaching in informal settings.

Visiting schools, I felt some teachers may be uncomfortably trapped between the different constraints of informal classrooms, and the formal work they want children to do. They have to work flat out trying to get round 30 or more children working at individual mathematics and language exercises.

Meanwhile, it is very rare for the children to hear the teacher expounding any principle at length, or to take part in much extended talk about work at all. Since the work is based on short formal exercises, they spend a lot of time waiting for corrections and instructions on what to do next. And if they are stuck, they have a long wait to get help—unless their neighbour can provide it. (See, for example, the description of Jackson.)

This impression is confirmed by Deanne Boydell's work on junior school classrooms at Leicester University (all this research comes from Professor Brian Simon's project on the nature of classroom learning in primary schools, which is now extended to a major five-year survey). She found that three-quarters of the time spent by teachers talking about work is taken up by short exchanges about what to do next, evaluative remarks (praise was rather rare), factual statements ("these rods are both two metres long.") and questions answered by recalling facts.

Only a tenth of all teacher talk was about ideas, or consisted of higher order explanations and problems. "The image of the teacher which emerges may be somewhat at variance with the popular view of the informal teacher who stimulates children to formulate their own ideas, probes and extends their level of understanding by detailed questioning, praises their efforts whenever appropriate . . ." (*British Journal of Educational Psychology*, November, 1974).

Deanne Boydell also quotes American work showing how difficult it is for teachers to distribute their time fairly between their pupils—the brightest, slowest and worst behaved get the lion's share. And an unpublished NFER study, based on observation in junior classrooms, discovered that teachers are much more likely to spend time explaining things to children they consider able: "The higher the pupil's status in his teacher's eyes, the more detailed the explanation."

According to Boydell, children in informal classrooms spent a third of their time interacting with other children. Half their talk was about work, but it consisted of short exchanges — sustained conversations about work were unusual. "Informal classrooms do not necessarily involve so much time-wasting as their critics imagine, or as much sustained work-oriented interaction as their advocates sometimes suppose." (*Education*, April 1975).

Teachers moved away from class teaching for very good reasons. Even in streamed groups, it imposed many constraints, and prevented a lot of things from happening. Children had to think at the pace imposed by the teacher; and they would not get into concentrated bouts of work on their own. (As a nine-year-old said to an assiduous teacher last term: "I think I can think better if someone isn't helping me.")

But class teaching does also make teachers try to talk in an interesting way. If it is true that children in some informal classrooms have surprisingly few chances to talk at any depth about work with teachers; it is something that needs urgent attention.

In classrooms where children have been trained to work autonomously (see the description of Church End, last week, and Sherfield, below) this danger seems to be avoided. Since children know how to work for long stretches on their own, and organize resources for themselves, the teachers have time to talk in some depth with individuals and groups. And they seem to find it easier to tackle the basics either as they come up in the course of other work or in group and class sessions.

Where much of the work is pretty formal, "individualized" teaching styles can impose a further difficulty. The work depends very largely on workcards and programmed schemes which demand a pretty competent level of literacy. To handle popular schemes such as Fletcher mathematics or Beta mathematics or SRA laboratories comfortably, you need to be pretty organised, and able to read easily.

Of course, teachers partly use such schemes to occupy children while they work with the ones who need special help. But the pressures—not least from the children themselves—are to get them going on the programmed work or accelerate them through the reading scheme.

Progress on the schemes becomes the main criterion of success for children, and other aspects of learning—which teachers would certainly consider extremely important—get pushed into odd corners of the curriculum, just as they did in many formal classrooms. Children do not learn to think for themselves, they are not encouraged to develop their ideas, and the work does not necessarily lead them to discover that mastery of reading, writing and numbers are the basis of intrinsically enjoyable activities.

No one would deny the importance of a strong emphasis on the basics. There is now a good deal of evidence to show that one of the best predictors of how much progress children will make on arithmetic or spelling or reading is the amount of time they spend practising the skills. The question is whether they practise them in isolation (the Bullock committee found a lot of this, and doubted its usefulness in many cases), or whether they practice the skills by using them to do something interesting.

Nor would any teacher I have met doubt the importance of some formal exercises on basic skills. Everybody seems to agree that it makes life easier to know your number bonds up to 20 and your tables up to 12 times, and that this involves rote learning. And everyone would agree that reading and spelling and punctuation need specific attention. The disagreement is at what stage, and how, you should practise the skills.

This is where the emphasis on learning by doing and learning by talking come in. The two cannot be entirely separated, but it is worth separating one aspect of doing—making things, particularly things that work.

One important strand of the Great Debate is that schools are failing to interest children in science and technology. The debaters often go on to conclude that children do not do enough sums. But, looking at the work going on

Continued on next page



Terry Williams

'According to one researcher, children in informal classrooms spent a third of their time interacting with other children . . . but sustained conversations about work were unusual'

On from the basics

Continued from previous page

in junior schools, it seems just as probable that they are spending too much time learning tables, and not enough time making them.

Even where children are doing a lot of self-directed work, the culture and values of the schools are often heavily biased towards literature and fine arts. The Lego and yogurt cartons and cotton reels often do not cross the barriers between infant and junior schools, and the natural progression to more sophisticated model making, involving electricity and mechanics and control systems, do not take their place. In their writing, children are encouraged to create fantasies about caterpillars and deserted houses—not to observe them and draw conclusions.

One head (at Sherfield) made a point of encouraging a lot of technology and model making, partly because she felt that even proper Plowden schools often do not offer enough to boys. When there are something like five boy backward readers to every girl, you cannot help wondering if more practical activities (strongly biased to technology and science) would not also lead to a general rise in standards on basic mathematics and writing.

The writing generated by this kind of practical work often has a quality and immediacy that is missing in a lot of "creative" writing. The text accompanying a striking bit of mathematical work I saw in an exhibition of work by London juniors began: "Timing millipedes was very inaccurate to begin with. They wouldn't crawl straight. . . ."

No doubt people would argue that resources are too scarce to introduce practical science and technology in junior schools. But when you go into classrooms where teachers think such activities are important, they seem to scavenge a great deal of technological junk to work with. Even in supposedly desolate inner city areas, they find enormous amounts of material for direct study—in churchyards, in wastelands, in different styles and techniques of building, in shops. And they develop their own patch for practical study (the NFER study noted "the outdoor play area seems to be neglected a good deal").

Such activities also seem to lead to more extended and productive talk than the literary (or clerical) tasks that take up so much time in many classrooms. Perhaps one of the unhappiest consequences of the fuss and anxiety about standards is that all the recent work on talk in classrooms—how it can extend learning, foster intellectual development and get children going on the basics—seems to be failing to get through to junior schools.

The easiest place to see the purposes of talk as a crucial foundation for learning is in Connie and Harold Rosen's *The Language of Primary School Children* (Penguin, 1973) based on a schools Council project. Their transcripts show just how far children can go when they are given chances to talk at some length in school.

They also show the kinds of teaching skills needed to make the talk productive: the leading on, controlling (or welcoming) of digressions, creating space for all children to have their say and—most important—providing material for observation. This kind of work is class teaching all right, but it is a long way from taking children through exercises in the textbook or notes on the blackboard.

The most startling thing about the Rosens' transcripts is the examples they take from schools where children would, on any definition, be labelled "disadvantaged" or, more specifically, "linguistically deprived". (You need the long exchanges to see these children's powers of observation and analysis. But there are also examples of the inventiveness and richness of their vocabulary—a "hungry and stringy" spider's web, a bird's nest in a place that is "too edgery" for a cat to reach it.)

Reading them, and then visiting inner city primary schools, you begin to wonder about some teachers' assessments of the intellectual capabilities of their pupils, and whether general theories of disadvantage are preventing those teachers from finding out what their pupils can actually do. The Rosens concluded: "A generation of young teachers have gone into schools convinced that working-class parents never talk to their children, that the children are never taken anywhere, never see anything or do anything, and that the language they possess is lacking in many features"

One English adviser told me that she had asked about a boy in a multiracial city school whose writing was misspelt and misconstructed, but interesting. The child was produced—a little brown boy with frizzy hair. She asked where his father came from. Italy, he said—and they had a long conversation, in Italian, about how he had been in the top stream of his Italian school, how difficult he found this one, and the vagaries of the English language. No one had told the young probationary teacher—and in half a term she had not found out—that this child was bilingual in Italian.

Certainly a great deal of educational research—most notably Bernstein's work on "restricted" and "elaborated" codes—has been oversimplified and taken to show the "deficiencies" of working-class (and more especially black) children and parents. Herbert Ginsberg, an American psychologist, has surveyed a lot of this research (and some showing the language and cognitive *strengths* of black and working-class children) and found that differences between classes are very insignificant. He maintains that the only major class difference is that "advantaged" parents read more to their children.

"General experience with the world—contact with the universal environment of things and people—provides the poor child with the basic intellectual skills of language, concrete operational thinking, and all the other cognitive universals. And yet general experience is not sufficient for the development of some special skills, namely reading and writing, that the school requires . . . So poor children may enter schools with an initial deficiency in reading. In the current educational system, this initial deficiency is crippling." (*The Myth of the Deprived Child*, Prentice Hall, 1972).

If the primary advisers I talked to are *right*, the way some junior schools tackle these children's difficulties, settling them down to the mechanics of writing and sums without first discovering their capabilities, simply takes away any confidence the infant school may have given them. And all too often nothing is made of the variety and value of their out-of school experience.

A researcher working on oral communication skills told me he had taped children talking about their weekends. He, and the teachers, had been surprised and impressed by children in a multiracial school in a very depressed area. The children talked about visits from relatives, exploring disused tunnels and so on. The researchers had then gone to the suburbs, confidently expecting a much higher standard. But those children were comparatively tongue tied. They had gone shopping, had lunch in town, watched telly, visited Gran and watched telly there. No, they could not remember much about the programmes.

It would be absurd to romanticize the culture of poverty, or deny that poor people have enormous disadvantages, which have been compounded by the devastation of city centres. But it seems that myths about deprivation are preventing some teachers from building on their pupils' perfectly sound linguistic and cognitive capabilities.

A great deal of experience is building up of new ways of working with children, validating their experience (to use the current cliché), extending it, and working with, rather than against, their dialect to lead them into reading, writing and thinking. Now the bad years of staffing crises are over, many schools, for the first time, are in a position to take advantage of such experience. And there is no need for new resources—existing advisory services can be culled in to work with teachers in their classrooms. It would be tragic if the insecurity generated by staffing difficulties was to be replaced by anxiety about the Great Debate.

The current fuss about standards is having many good results. It is driving schools to look hard at their own standards, to find out what other schools are achieving, and how. It is encouraging a proper concern about children who change schools to find totally unfamiliar teaching methods and curricula.

But there is a real danger that teachers will take refuge in a narrow concentration on the basics, using publicly acceptable traditional methods. If they do, primary children will be prevented from reaching anything like the standards they are capable of, and many of them may be turned off the whole business of education.

At the moment it seems that Her Majesty's Inspectors and many local education authorities are fighting guerrilla battles to prevent this from happening. Nationally and locally, working parties are struggling to find ways of assessing standards that will satisfy the public without inhibiting the schools.

But it may be time to join battle more publicly. The two-year-old Bullock report is still a powerful weapon, and HMI's survey of primary schools, now nearly completed, may well provide another.



Pip Hinman

'In their writing, children are encouraged to create fantasies about caterpillars and deserted houses—not to observe them and draw conclusions'

Burps in the language master

Jackson is an inner-city all-through primary of nearly four hundred children. Forty per cent are Asian, 40 per cent West Indian, and the rest are white. It has a mobile population—only a third of the children who start at five stay until they are 11. Three per cent leave with a reading age of eight or under.

It is a lavish open-plan school, designed for teams of three teachers and about 80 children, with sets of three interconnecting areas for each team.

The two teams I saw—one for seven-to-nines, the other nines-to-elevens—operated with three ability groups for mathematics, "topic" and some English, and unstreamed "home groups" for reading, literature, "creative work", etc. Much of the work was individualised, and teachers had clearly spent a great deal of time producing workcards and resources.

Children carry mathematics and language checklists around with them for teachers to tick off as the work progresses. And there is a long concerting of record cards for each child, where teachers note what work has been covered, and comment on it.

The noise level was pretty high in both the groups I saw, and the teachers had to do a fair bit of shouting to make themselves heard: "Orange, go to maths. Blue, stay with me. Yellow have just lost ten house points".

A group of top juniors, doing English, took a long time to get settled to their various tasks. One child plaintively asked: "Miss, can I do a story" several times, but the teacher did not hear.

She was settling a restless boy down to work with a language master. After she had turned back to the others, he had a lot of fun with the machine, which made a rude burp every time a card went through. A couple of friends came to listen: they paid no attention to the exercise. Quite a few children were working on the BBC *Look and Read* materials.

This teacher was in charge of the backward readers in the team. She said it was almost impossible to collect enough good materials—particularly ones with pictures of black or brown faces.

She showed me spells the children had written for Halloween—she had been surprised at the results from some children who hardly wrote at all in the course of their ordinary work. "Ibble Obble, my black bubble. Turn that girl into a muddle". "Git some fug and bole it with dark red blod (this minising mixtur sood turn you in to a forg, a book or a catalorgue)."

Other children in the team were doing maths, with a good deal of milling around (the exercise, on the board, was: "Draw around three people's feet. Find out how many paces they took to cross the maths room. Whose pace is the longest?").

In the third space, children were working individually on English exercises (Ridout and workcards) and topic work on the days of the week. The blackboard had information about Tiw's day and Woden's day. A girl was doing a workcard: "Write at least seven sentences telling me about any special things you do on each day."

A group of low ability sevens to nines had just started some new topic on plants, and were copying "Everything that grows in the ground is a plant" into their books: later, the teacher said, they would grow things. I watched a group in this team working on maths. The teacher sat in the middle of the room, and the children queued for attention. Children in difficulties—such as a girl doing the two times table with Unifix cubes—worked on the floor where she could keep a close eye on them.

A boy was sent off with his (Oxford) work book to answer: "What is a square? Can you tell me what's special about it? Measure each side and see what you notice." He got a ruler, and measured, and came back and waited in the queue.

The teacher asked what he had found out. Silence. She measured with him. Still no reaction. "They're the same. The sides are the same", she said, and ticked off an item on his maths record check list.

It was not at all clear that he had understood—but half a dozen others needed attention, and she set him to the next task in the book—colouring the square red.

"We've always believed in structure, the common core, the three Rs", said the head. "It's important to have a routine that children can understand. I'm glad to see others coming round to the basics."

Almost like a sixth form

Auriol Rise is in a town that has been hugely expanded to take London families. It is on the estate where problem families that slipped through the careful selection procedures mostly congregated. Forty per cent of children are on free dinners. Three years ago it was a rigidly formal school—bare corridors and dinner ladies with whistles.

The new head came up through approved and maladjusted schools and (according to teachers) has wrought an astonishing change. The corridors are full of handsome displays of children's work (a scale post teacher organizes displays); the old iron-furnished cloakroom is a reading area, with enjoyable children's books; all classrooms have carpeted areas where children sprawl, working with tapes, or (in younger groups) chat with the teacher.

"Children need to feel secure enough to do the academic thing", says the head. A teacher said: "The children are much more open now, and they work much better. And it's much easier teaching in a cooperative atmosphere."

There are endless staff meetings—of all staff, of senior staff, of year staff, of teachers on scale one. Children stay with one teacher for the first two years. (One teacher has a tiny group of some 10 sevens and eights, with real emotional difficulties.) Third and fourth year teachers have their own classes, but do a lot of planning as teams (the fourth years were allowed to choose their own teacher—after careful explanations why everyone could not have their first choice).

The school uses SRA reading laboratories but no other set reading schemes—they code all books by their level of difficulty. The mathematics scheme is made up from an enormous range of materials, and nicely illustrated pages of various commercial schemes have been made into worksheets.

There is an elaborate system of records, with teachers' assessments backed by mathematics and language checklists for every child. (One section of a language checklist goes: "Copes satisfactorily with letter writing; descriptive writing; note taking; precis work; knows alphabet; use of dictionary; extraction of relevant facts from reference books."). All record folders include examples of the child's work.

The atmosphere is extraordinarily friendly: the relation between the staff and older children reminded me of a good sixth form. In the fourth year, some children were making a Christmas cake, others working on maths, language work with tapes, and projects. There were excellent illustrations of *James and the Giant Peach* on the wall, and the goldfish was labelled "Jaws".

The fourth years had just had a week's blitz on maths, designed to revise basic processes and show children that "maths can be fun and people are in charge of numbers, not vice versa". Earlier, they had had music and art blitzes: "It's extraordinary what progress they make when you concentrate on something", said the teacher. "I wish we didn't have to leave this school", said an 11-year-old, and his friends agreed.

In a third year class, some of the work for the week was on the board. "Computer maths. The walk to bluebell woods. Eskimo information. Rescue story. Spelling list. Tables. Reading". The walls showed a huge range of work—including a group project on litter which led to the school's litter bins being moved.

There were some pencil sketches, worthy of nineteenth-century art schools—"I took five days to get that one right", said a boy. A few children were busy copying bits of writing into their "excellent books"—the school has just introduced nice looking books with good paper where children can put their best work.

In the reading area, a sixth-former was working with first years having difficulty with reading—a very jolly group. Another boy, reading by himself, was laughing aloud at a book by Dr Seuss. The teacher in charge of the area also took out groups of the brightest fourth years: they had been doing work on local soils, and churches, which they then presented to their class. "The important thing is to extend their vocabulary", she said.

The head gave a lot of credit to the infant school on the site, where, he said, children are handled "well and skilfully". "We've only just started", he said. "Come back in three years' time. The next thing is to raise the quality of the work."

Landmark on the Plowden trail

Sherfield is an all-through county primary, with a path beaten to its doors by visiting Americans. The head allows considerable latitude to teachers to teach how they want—"You'll find 19 different teaching styles here". But the freedom is pinned down by pretty fierce controls. Every teacher has to submit a planning file—what they intend to do, what methods they will use, how they will allocate their time.

Besides an extended narrative record of each child's progress, aptitudes and difficulties, teachers have to keep up maths and language development records, and these are regularly checked by the head, and teachers with special responsibility posts. Reading the records, you come across triumphs, when a child in difficulties makes a breakthrough, and cries of despair: SERIOUS HELP NEEDED, ringed round in red ink. All children are given a diagnostic test at seven and a Holborn test at 10 (the last mainly to satisfy the local secondary, which likes its pupils clearly graded).

The school looks classically Plowden, with enormous amounts of work on the walls, art and mobiles, models of traffic lights that work, and a coal mine with working trolleys. A group of six-year-olds had made a trip to the river, to consider how primitive people lived. They had done some cooking, and collected, cleaned, modelled and fired some clay they had found.

Some eight and nine-year-olds were busy writing, adding to fat files of their work, doing number base work on glossy Bulmershe cards, making all kinds of sculpture and models and mobiles with technological junk—old clocks, a power drill, the insides of an old radiogram, whose wooden casing had become a puppet theatre, then been ignored for some weeks, then inspired a great many plays.

The teacher had started the term with the junk, and says he could now do a flow diagram of the work it had inspired. "I used to do projects and themes, but decided what made a secure structure for me didn't mean much to the children. Projects become meaningful at ten or 11, when they can use the library well. But first they need basic experience, working with materials, watching things grow, observing how father than why. On Friday, I think what I need to cover the next week in terms of English, grammar and maths."

Some ten and 11-year-olds had done a massive project on energy, involving science, technology and social history. "I don't like little individual projects—we split up a big theme and try to present it properly". There were a lot of maths games scattered about—Go, Hare and Tortoise, Equable (maths scrabble), race games, mathematical snakes and ladders, and dice games invented by teachers to practise basic arithmetic.

This teacher was the school's mathematics specialist, and spent some time in every class while someone (often the Head) fielded his group. The older children watched the BBC's *Mathshow*: "It gives us a lot to talk about, series, number patterns, angles, measurement". They did problems—"I try to relate them to things that happened", made mathematical models to fit given information, and did mental arithmetic: "A valuable exercise if you don't put people on the spot. We crack down on tables and addition and subtraction bonds to 20 in the third year."

A class of seven and eight-year-olds had been working on the subject of chairs, painting them (some very Van Gogh), discussing perspectives and the concept of parallel. This teacher said she was experimenting with doing a short topic each week. She had mathematics groups to "plod along with number work", and did handwriting once a week. The children were encouraged to read their writing to the class. "Other children point out faults of style much better than I can: they ask "Why does he always keep saying 'And then'?".

A neighbouring teacher, who had recently come from a much more formal school, said: "This way of teaching is harassing for me—things keep coming at you. It gives the children more room to breathe than my last classroom. But they don't get through as much work in a day, as many different subjects. And they take longer than they should to do a story."

But a researcher, working on how children learn and teaching full-time under the direction of a class teacher, was fascinated by the time children spent on their writing, and the way that—like most professional writers—they wrestled to get it right.

Still in the shadows

Bernard Davies on the elusive nature of the youth service

Adolescence and Community: The Youth Service in Britain. By John Eggleston. Edward Arnold £7.00. 7131 5886 7. £3.50. 3987 5.

The youth service in Britain, both nationally and at local level, is almost a will o' the wisp. Now you see it, now you don't. There is its organizational structure—but where is its central direction? There are its local clubs, troops and brigades—but how do they cohere? There are the young people who are its consumers—or are they?

And yet a network of services specifically aimed at "youth" does exist; they exist by law—just about; and tens of thousands of adults simply take for granted their involvement in them. What is more, in basic form and structure, these services are unchanging and predictable, and embody values which at root are moralistic in a very old fashioned way. In fact, of course, the youth service is not that static. Its form has evolved over time, so that today its presentation of itself to its audience at least looks different. What it stands for however remains virtually unaltered. And its intangibility remains one of its key characteristics, so that it is a brave person who sets out to describe what it is—and why.

In writing his report of a research project on "the organization and purpose of the Youth and Community Service in England and Wales", this in effect is what John Eggleston has tried to do. And for the youth service his book is in parts very brave. For example, he attempts to place youth work within three explicit theoretical frameworks: a functionalist one assuming a society based on consensus and emphasizing adolescent socialization for this society; a conflict one highlighting the inherent differences of interest within society and therefore of purposes within youth work; and an interpretative one focusing on individual constructions of reality and so on young people's perceptions of their world and of the youth organizations they use.

True, his presentation of these perspectives is simplistic and limited in its criticism of them. And, more serious, his application of them, apart perhaps from the interpretative one, is never thorough-going, so that for long stretches of the book the reader forgets that these are the theoretical hooks on which he or she is supposed to be hanging Eggleston's findings. None the less, his message to the youth service is clear: mere accumulation of unanalysed experience and information is not in itself enough.

Moreover, this search for appropriate theoretical frameworks leads Eggleston to expose elements of the youth service which the latter has often deliberately refused to notice. Like, for example, its important social control functions by which youth workers ensure that "the kind of adult values, whether they be moral, religious or political, which they believe to be appropriate to society at large may be preserved and perpetuated and, often, re-invigorated in the process". To many outside the youth service it may seem self-evident that such a social institution fulfils these functions; within it, much has been said and done which apparently assumes the opposite. Youth work history, for example, is invariably written as if all has been for the best in the best, the most altruistic and the most "client-centred" of all possible worlds—totally ignoring (as in passing Eggleston himself notes) the fact that in part youth organizations were used —indeed were created—by dominant groups in nineteenth-century society precisely because they allowed some control over a new and rather threatening section of the urban "masses".

In its consideration of issues like these Eggleston's book is more convincing than most youth work texts. And it has other strengths, too. It sets out to collect some relatively "hard" data about what actually goes on in youth clubs—and, what is more, it not only records the users' views but simply assumes that these are of central importance and are as likely to be "right" as are those of the adults.

And yet the ultimate impact of the book is disappointing. This is partly because it is written by the sort of person who rarely deems the youth service worthy of much attention but who has the intellectual background and analytical skills to offer some really sharp, fresh and penetrating insights into what it is all about. It therefore seems reasonable to come to it looking for a boldness, not just in describing and interpreting the internal structures and practices of the youth service per se, but even more in confronting questions like: why do these structures exist and persist; why in this form; how do they relate to broader social, economic and political institutions—to governmental or employment or welfare structures with which young (and old) must contend; and whether and how within these extensive societal constraints fundamental changes of youth work practice and organization might be possible?

Eggleston approaches these questions tentatively. For example, he shows that he is not entirely satisfied with individualistic definitions of young people's problems, so that more than once he lists these as "employment, housing, poverty, health, race and personality" and thereby indicates that he recognizes their structural determinants. He emphasizes, too, the youth worker's need to be politically aware and prepared to become involved in "community action". And, when examining members' attitudes and values in five different youth clubs, he gives very high priority to placing them in their class and community positions locally.

Those, however, seem to be the limits of Eggleston's structural horizons. And no doubt explains why he ends up advocating "youth service priority areas", as the adolescent problems he has listed are primarily from the way policies at local level are determined and implemented. In the final pages, too, he suggests changes within existing youth services institutions which virtually assume that the wider societal constraints which he himself tentatively identified earlier, and the educational purposes these demand are absent or at least insignificant.

It is true of course that, in the decade during which his research and report have taken to complete, the questions regarded as crucial by many social policy commentators and practitioners have changed in a way Eggleston could hardly have anticipated in 1968. Moreover, very early on he makes it clear that, in style and language, the book is aimed at a diverse and extensive readership who, he might have judged, are not very interested in the more fundamental analysis which such questions demand.

Yet, the diffuse and often tentative discussion of the youth service which this book provides seems insufficient in 1977. It hardly covers adequately the purpose of the youth service, how it should be organized and what type of field practices it should stimulate beyond that sparked in 1969 by the Youth Service Development Council report, *Youth and Community Work in the 70s*. Despite the usefulness—or at least the good intentions—of a good deal of what Eggleston has to say, an important chance seems to have been missed to provide young work policy-makers, administrators and field workers with a radical critique of their shadowy service.

Out of the abyss

H. C. Dent

Education in the Second World War. A Study in Policy and Administration. By P. H. J. H. Gosden. Methuen £15.00. 416 75900 9.



Many contemporary and near-contemporary accounts of education in England and Wales during the Second World War were written in the 1940s and early 1950s. Many of them gave prominence to the evacuation in September 1939 of schoolchildren and mothers, and especially to its shocking revelation of how sordid life in city slums could still be.

Writing 30 years later, and with a vast reservoir of previously undisclosed official information available to him, Dr Gosden suggests in his introduction to this authoritative study—commissioned by the Social Science Research Council—that the passage of time has brought a new perspective: that evacuation does not now seem so important, except as a stimulus to reform, and that what really matters is the planning for post-war reconstruction of the educational system which went on incessantly throughout the years of war, to reach a majestic climax in the Education Act of 1944.

Not that Dr Gosden telescopes unduly the tale of the 1939 and later evacuations, or of how the educational system, all but shattered by the non-events of the early months, was gradually lifted out of the abyss, rebuilt, and in some respects improved. He deals adequately with these matters in the first of the three parts into which he has divided his book.

In part two he tells how wartime conditions —not least the persistent drift home of evacuees—led to a dramatic expansion of the welfare services for children and young people: the service of youth, the school medical service and, especially, the school meals service, which was transformed from a niggardly provision for necessitous children into a generous provision for all schoolchildren, as a main means of safeguarding the health of the nation's young.

Part three, which takes up almost half of the book, is devoted to the planning of post-war reconstruction of the educational system: the preparation and passing of the 1944 Act, the investigations supplementary to it—Fleming, Norwood, McNair—and the proposals for expanding university and other higher education. Thanks to the availability of the Board of Education files, Dr Gosden has been able to reveal not only what happened in the corridors of power but who caused it to happen.

The first chapter in this part is exceptionally interesting. It records the discussions of the small group of senior officials in the Board of Education who, working as an informal committee, and apparently without consulting anyone outside the Board, put together the famous "Green Book", *Education after the War*. What a prime example of that secrecy of which the DES was recently accused —and of the power and influence of the Civil Service. Nor by any means all the proposals in the Green Book found their way into the law relating to education; but, says Dr Gosden:

> This collection of the memoranda of the committee of officials on educational reconstruction effectively charted the main features of the policies which the Ministry of Education was to follow during the twenty years following the Education Act of 1944.

The patient and protracted negotiations which the President of the Board of Education, Mr R. A. Butler (assisted by his Parliamentary Secretary, Mr J. Cluster Ede, and senior officials of the Board), conducted with the churches over nearly three years are recounted in great detail, and with admirable objectivity.

More might have been said about the passage of the Education Bill through the House of Commons; about, for example, how Mr D. L. Lipson, the member for Chelmsham, battled so interminably for the retention of the Part III Authorities that it seemed as though the debate would never get beyond clause six; or how South Tottenham's member, Mr Fred Messer, himself physically handicapped, pleaded movingly for a better deal for handicapped children.

The proceedings of the Fleming Committee, whose report produced no substantial results, get perhaps too much space—more than the McNair Committee, whose report was seminal. The treatment of the proceedings and report of the Norwood Committee lacks balance. To read that the chairman was repeatedly told off for attempting to exceed his brief is highly entertaining, but the fact is not of great historical significance. The topic of school examinations can always produce prolonged dispute, but as the reforms proposed by Norwood were abortive they could have been dismissed more summarily.

On the other hand, the chapter on HM Inspectorate should not have been completely ignored. And no account of the Norwood Report should omit mention of its most notorious passage: that describing the alleged three types of adolescent mind, which fitted so exactly the three types of secondary school being proposed by the Board.

The final chapter, on "technical" education and the universities, is by comparison with the rest of part three little more than an outline. And, inexplicably, adult education is not mentioned (there are only two incidental references to it in the whole book). Could one not have had at least a sentence about ABCA (the Army Bureau of Current Affairs), that knight-errant enterprise, begun in September 1941, to educate the serving soldier, compulsorily, in British citizenship?

But Dr Gosden's book is a fine and valuable study. It clearly involved a prodigious amount of painstaking research, especially in the Education files now at the Public Record Office. Reference to this and other sources (including not infrequently *The Times Educational Supplement*) is scrupulously documented in nearly 1,650 footnotes. Doubtless much of this large section is contributed by Dr Michael Davies, the research officer to the project. There are also some 50 brief biographical notes on people who played leading parts in education and allied matters during the war. Not only historians should be grateful to Dr Gosden.

The questions that remain

Ivor Crewe on two studies of Marxism

Considerations on Western Marxism. By Perry Anderson. New Left Books £4.00. 902 308 67 X. Why Marxism? By Robert G. Wesson. Temple Smith £7.50. 85117 114 1.

It would be hard to think of someone better suited to tackle the formidable task of summarily assessing Western Marxist thought than Perry Anderson. An outstanding Marxist historian, Anderson is also editor of the *New Left Review*, the journal which has done so much to introduce modern Continental Marxism to British readers. We are not disappointed. Although conceived on a far more modest scale than his *Passages from Antiquity to Feudalism* and *Lineages of the Absolutist State*, this extended essay shares the same intellectual power and control, the same mastery of material and range of vision, the same suppleness of judgment and elegance of expression. No student of Marxist thought, of whatever ideological persuasion, should pass it by.

The aim of the essay, writes Anderson, is to draw a historical delineation of "the general coordinates of Western Marxism as a common intellectual position". Simplifying his account drastically, Western Marxism has travelled through three stages. The first, begun by Engels and completed by Mehring, Kautsky, Labriola and Plekhanov, was one of consolidation, extending and systematising Marx's grand project on the laws of capitalist development. The second stage largely coincided with the Second International. The concerns of Marxist thinkers grew more diverse; new problems, different countries came under Marxist scrutiny. Hilferding, Bauer and Rosa Luxemburg constructed a Marxist economics that incorporated the imperialist and monopolist tendencies in capitalism and the emerging dominance of finance capital. Others —Trotsky, Lenin, Bukharin and (again) Luxemburg—inaugurated a Marxist theory of revolutionary class struggle and, to a disastrously less adequate extent, of the nature of the state in capitalist and socialist societies, tasks which Marx and Engels, despite revealing *aperçus* here and there, had never undertaken seriously.

Marxist thought before 1914 developed and diversified, therefore, but it did not diverge from Marx's original, central purpose. Anderson argues that this continuity was permanently ruptured—generationally, geographically and intellectually—by the Bolshevik coup in Russia and its international aftermath in the following two decades. For Anderson the crucial, distinguishing feature of this third, "post-classical", stage in Marxist thought is its divorce from revolutionary practice. The intellectual leaders before 1914 were at the same time active, day to day, revolutionaries.

After 1918 this became impossible. Independent theoretical work in the one socialist state was obliterated under Stalin. Its locale moved westwards, specifically to the three countries with major communist parties (either before or after the Second World War)—Germany, France and Italy. But the banal credity of Comintern policy made independent work within these parties—in Anderson's disputable view, the only serious revolutionary base —almost as difficult. The effective home of Western Marxist thinkers became the university rather than the party. Marxist theorising came to be dominated by *Kathedersozialism*, Rosa Luxemburg's dismissive term for ivory tower socialists.

Anderson's critical attention is primarily focused on the ramifications of this severing of the head from the body. Not only are this third generation of Marxists predominantly academics, but their training and interests have been outside the traditional Marxist fields of economics and politics (the conspicuous exception is Gramsci, clearly the hero in Anderson's tale). Dominated by professional philosophers, deeply influenced by the publication in 1932 of the young Marx's *Paris Manuscripts*, this new generation "paradoxically inverted the trajectory of Marx's own development".

It absorbed itself not with the political and economic milieux in which contemporary revolutionary movements operated, but with philosophy and culture, with the superstructure rather than the base—indeed with those components furthest removed from the base: aesthetics literature, music, and sexuality. Marxism became attractive as a method of discourse rather than a "concrete" theory of capitalism's displacement.

Since the emphasis shifted to philosophy, moreover, other changes inevitably followed. Marx's own writings contained only a fragmented and embryonic philosophical scheme. Modern Marxists have therefore diluted their account of Marxist philosophy with pre-Marxist philosophers, notably Hegel, but also Spinoza (in the case of Althusser), Rousseau and Kant (Colletti) as well as more recent non-Marxist thinkers such as Husserl and Heidegger (Sartre). And not least of the consequences has been the fearsome obscurity and technicality of language in modern Marxism, about which Anderson is justifiably scathing: Sartre ("a hermetic and unrelenting maze of syllogisms"), Lukacs ("a cumbersome and abstruse diction") Benjamin ("a gnomic brevity and indirection") and others were, on the evidence of their other writings, perfectly capable of simplicity and lucidity. Their esoteric idiom reflected esoteric concerns.

There was another major shift of emphasis: modern Western Marxism is permeated with pessimism. Almost every major figure has expressed a dark despair about some article of Marxist faith. Marcuse's renunciation of the working class; Sartre's fatalistic acceptance of bureaucratic domination in socialist states; Althusser's insistence on the inevitability of a mystifying ideology even in communist society; Gramsci's depiction of a "hegemonic" bourgeois state—all are symptomatic of a realism bordering on melancholy that would have been quite foreign to their predecessors in the Second International.

Like a good traditional Marxist, Anderson is more optimistic. The very youngest generation, notably Poulantzas, Timpanaro and Mandel, look more promising, and Anderson sets them some homework for next term: the "nature and structure of bourgeois democracy", "nationalism as a mass phenomenon of elemental force", the "contemporary laws of motion of capitalism", "the dynamics of socialist bureaucratic states"; in other words a return to the fundamentals of the Marxist project.

But it is at this stage that one's doubts, effectively suppressed by the sheer vigour and pace of the argument so far, begin to emerge. One is unlikely to find an intellectually more honest and sceptical Marxist than Anderson, and yet, and yet . . . it is a scepticism flawed by prior ideological commitment. Why is the phenomenon of socialist terror not faced squarely, instead of hidden under the euphemism of "bureaucratic repression"? Why is the intolerance of independent thought found within *all* Communist parties treated as a contingent misfortune rather than a fixed law of modern politics? Is it not, perhaps, that there are some phenomena—phenomena of decisive political and economic importance—which are effectively beyond incorporation in the Marxist conceptual scheme? Is there not an autonomy of the political realm which Marxism, for reasons embedded in its theoretical structure, has persistently underestimated? There still remain questions which Marxists will not ask about Marxism.

They do not include, however, that asked by Professor Wesson: *Why Marxism?* By this he does not mean (in case you should be in any doubt after the first page) why-you-should-believe-in-it, but why the continuing success of a failed theory"? (Anderson's subtitle should have been "the continuing failure of a successful theory"). Wesson's rambling, endlessly repetitive and not very original answer is that Marxism is "political poetry", which fulfills the "more or less irrational political-psychological needs" of intellectuals and politicians. There are some well-aimed swipes at vulgar Marxism, especially the simpler Marxist accounts of imperialism, and a convincing if well-worn account of Marxism's appeal to the intelligentsia.

But Wesson would carry more weight if he made more than a passing reference to Western foreign policy and if he recognized that Marxism (almost entirely confined, incidentally, to Marxism-Leninism), far from being the ideological King-Kong he portrays, has had very little sustained success among the working class or intelligentsia of the Western liberal democracies.

Do or die

Eileen Barker on rape

The Facts of Rape. By Barbara Toner. Arrow 90p. 09 914570 7.

It is not pleasant to be raped. Despite the fantasy of the knight in shining armour most women would prefer to have some say in the matter, when Joe Bloggs decides he "wants her" or, more tellingly—raped, for is it pleasant to have been raped, and one reason why it is that many men—and women—will consider that really, deep down, you along the line it must have been your fault.

The Facts of Rape presents available statistics and an historical and contemporary account of the law on rape. There are descriptions of the police, medical, forensic and court procedures which might follow a reported rape and there is a short analysis of what happens to rapists and their victims. Several case histories are included which could upset some readers, mildly titillate others and throw yet others into a frenzy of indignant rage.

But possibly the most tragic aspect of Barbara Toner's book is the light it throws on the ways in which we assume definitions of both men and women in our attitudes towards rape.

Either woman is seen as perfection—a goddess so pure and chaste that she would be prepared to die rather than submit to the vile advances of rapacious man—and he that would so desecrate the temple of Diana can be nought but a satanic beast fit only to be shut away forever from the company of decent folk. *Or* woman is a 'slut, who "asks for it" (by, say, wearing a short skirt and make up), who "consents" (rather than risk suffering violence) and he who takes her cannot reasonably be expected to resist his perfectly normal animal response to the merest of sexual triggers.

Rape represents the epitome of contact without communication. It is not a pleasant act, it insults humanity. Barbara Toner suggests that in our attitudes towards those involved in the act we too insult humanity. It is not a pleasant fact.

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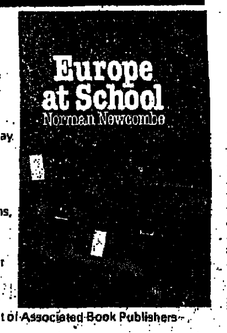
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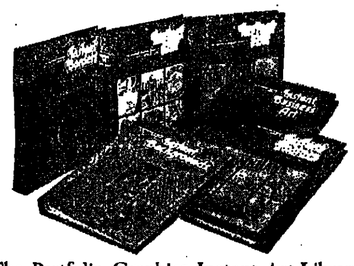
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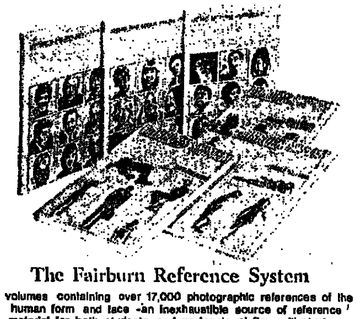
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Reverence and radicalism

Noel Hughes

Religion and Voluntary Organizations in Crisis. By Stephen Yeo. Croom Helm £9.95. 85664 017 4.

Religion and Respectability: Sunday Schools and Working Class Culture 1780-1850. By Thomas Laqueur. Yale £10.50. 50 300 01859 2.

The Infidel Tradition. Edited by Edward Royle. Macmillan £10.00. 333 17434 8.

There are times when a reader feels that nothing was quite so hard for an author as finding the title. How Mr Yeo must have suffered. *Religion and Voluntary Organization in Crisis* (without blush of subtitle) proves to be an examination of the varied social, religious, recreational, political and industrial activities in the town of Reading between 1890 and 1914, so far as these can be discovered from the local press and similar local sources. The author has done a prodigious job of delving which ought to be preserved; his observations thereon, which appear to rest more on sociological than on historical scholarship, are less valuable.

What is most disconcerting is his handling of lacunae. For example, there were two Roman Catholic churches in Reading in 1890 and a third opened during the period of study. Does it matter that this not inconsiderable activity is totally ignored? Yes; because the Thames Valley, where lived the great recusant families of Blount, Englefield, Fermor, Stonor and Welds, was the most important Papist haven outside of the North.

Such a background should have encouraged Mr Yeo not to give up the hunt simply because the records he needed were not where he chose to look. Reading was also unusual in being a prison town, though you would not know it from this book. Did none of the many voluntary agencies impinge on the gaol and its inhabitants? And if not, why not? Mr Yeo has been a busy collector but appears less sure as a guide.

Mr Laqueur's more satisfying work analyses the origins of the Sunday school movement and the extent to which it was fashioned by, and itself developed, religious and secular forces. He has read widely and freshly and a mass of material is handled neatly.

The Sunday school movement was an extraordinary phenomenon by any standard. In the mid-1840s close to 70 per cent of those in the Manchester area who had any education were receiving it solely at Sunday school and only after a hard week's grind in the mills. At its peak, the Stockport Sunday school had an enrolment of over 6,000 and even as small a town as Leek had more than 1,000 scholars under one roof.

But what were the motives of the churches in founding Sunday schools: to teach the gospel, to educate the uneducated, to provide charitable outlets for the evangelical bourgeoisie, to recruit for the Band of Hope and adult church membership, to free from industrial slavery or to bind the workers tighter with the bonds of Christian forbearance? Or did the churches found as much as they claimed? The illiterate blacksmith who founded a school so that he could learn to read and write was only the extreme instance of self-help. Mr Laqueur presents the problem most neatly in his handling of the writing controversy. That Sunday schools should teach reading was obvious enough: how else could the poor read the Bible? But was there a Christian requirement to write? On the whole, the church authorities thought not: teaching writing seemed a waste of scarce resources, an example of improper motivation on the part of the scholars, and a passport to the radical libertarian groups. In the end, the churches admitted defeat for, if their schools did not teach writing, their scholars would go, if they could, elsewhere.

The conclusion of Mr Laqueur is that the Sunday school phenomenon was largely the creation of the working class community, "the product of the infinite inventiveness and ingenuity of men and women who, under the most adverse conditions, created a culture of self-discipline, self-respect and improvement within which to wage the battle for social justice and political equality. . . ."

This is not a conclusion that breaks as much new ground as the jacket blurb claims, but it pushes an interpretation further than most have allowed it. The reader's willingness to go the whole hog with Mr Laqueur may be determined by the ease with which he can hurdle the occasional stunning generalization such as "in inculcating values relating to personal behaviour, Sunday schools appear to have been a remarkably successful agency of bourgeois moral imperialism". Come to think of it, I wonder how Mr Laqueur reconciles this view with his conclusion (already quoted).

Dr Royle's purpose is not to discover, but to assert the existence of a tradition and to illustrate it from contemporary sources. It is admirably done. It needed doing because, as the editor points out in his preface, the tradition has become elusive now that "a form of undemanding deism appears to have become universal". (He could have established the same need by arguing the exact opposite: that—thanks to the efforts of Mr David Frost, *TW3*, *Private Eye* and Punk Rock—the irreverence industry has become so pervasive as to conceal that it was once a minority, and almost an élitist, cult.)

Thomas Paine is cast in the role of primogenitor and Richard Carlile as the man who, through his secular societies, tried to build a nation-wide organization of infidels. The vital role of the radical bookseller emerges most clearly. Their ingenuity (as in making secret seals through drainpipes) matched their importance. Dr Royle is adept in showing how infidelity touched on all the great radical movements and was a passport to the radical libertarian groups. In the end, the churches admitted defeat for, if their schools did not teach writing, their scholars would go, if they could, elsewhere.

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Sickness of the soul

H. C. Dent

Safe on a Seesaw. A Book of Children. By Tom Hart. Quartet Books £4.25. 0 7043 2089 4.

This is a profoundly moving book. Mr Hart, superintendent of the Cumberlow Lodge assessment centre in south London, has selected a score of youngsters from the thousands of deprived, maladjusted, and troubled children he has known as a worker in children's homes, reception centres, and remand homes, and has given us vivid pen pictures of them.

Some of his stories are, on the surface, amusing. Who could help laughing at fat little seven-year old Gary, who liked toilet rolls, and always carried two about with him in a leather vanity case? Some are grotesque. Thirteen-year old Lionel ate cutlery, when operated on he had inside him "a knife and fork, two teaspoons and innumerable round flat objects" (bottle tops). Some are horrifying. Amanda's parents locked her in a room when she was four, and it was not until she was nine that she was rescued.

All these children, whatever the form of their eccentricity, "suffer", says Mr Hart, "from a rare sickness, not physical or psychiatric, but a sickness of the soul . . . the most painful of this world's afflictions":

> to have been denied what is basically everybody's birthright: to be able to live within a loving home, an ordinary home where the people help each other to overcome their afflictions, and where, in love, one forgives another and has an understanding of and a compassion for another member of the family's pain or inadequacy.

Ironically, by that definition one of the saddest stories in the book is that of Penny, who outwardly was one of the successes of the welfare services. Born and brought up in "our buildings", where "it happens to all the girls", she ran away from home. At 16 she was "refractory in care", but later responded to kindly and encouraging treatment, collected O and A levels, landed a professional job, and acquired a flat—only to feel "always out of place" because, as Mr Hart comments: "We gave her a career and we took away everything else."

The title of the book is taken from a poem written by Ella, the "still, quiet girl with the beautiful hair", who committed suicide in her early twenties.

> Happy and rejoicing.
> Through eternity.
> Sliding on God's plank up in the sky
> Safe on the seesaw I'll be. . . .

Images

A Selection of African Poetry Introduced and annotated by K. E. Senanu and T. Vincent. Longman £1.20. 582 60141 X.

Quatrantine Rhythms. By Mudereri Kadhani. Palladio Press, 99 High Street, Old Aberdeen AB2 3DR. £1.45. 905297 00 6.

The editors of *A Selection of African Poetry* are to be congratulated on their well-balanced representation of old and new. The commentaries on the poems will possibly be of use, but the questions which follow them are by no means so valuable. How helpful are questions like "How effective is the imagery of the knight-errant and his mistress in this poem?" on a poem by Dennis Brutus? Or "What use does the poet make of repetition in this poem?" on a poem by Diop which was originally written in French?

Since these are the kinds of questions which appear in the English Literature/examination papers they may have a use—but only as exercises in comprehension and not to encourage the reading and enjoyment of African poetry.

As a contrast it is a pleasure to have the works of a new poet from Africa, Mudereri Kadhane was born in Rhodesia and he writes with force and subtlety about the injustices of that society. His writing is political, but it is not mere propaganda; he has a Brechtlike quality which speaks directly to the readers. Palladio Press, a newcomer to the field, is to be congratulated on publishing such a worthwhile collection.

Kenneth Cripps

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On probation

Probation and Aftercare. By Dorothy Bochel. Scottish Academic Press £7.50. 7011 2179 3.

This is a well-researched history of the probation and after-care service. It details the century of fumbling towards the establishment of a system of reducing the number of imprisonments by providing alternative ways of dealing with offenders. It shows well the part played by voluntary organizations in the early stages. It highlights the diversity of views about the development of the service. In a study (*The London Police Court Today and Tomorrow*) of 1907, it was advocated that probation officers should be, "better educated than the missionary . . . have salary and prospects, at least of a clergyman and his social rank. Eminently suitable for the work were the kinds of persons employed as secretaries to the branches of the Charity Organisation Society." The part played by the Church of England Temperance Society with more than 100 workers already familiar with the courts was well praised by a number of magistrates in the nineteenth century.

The book shows the difference of views between those advocating the appointment of police officers on the one hand and the officers of voluntary organizations on the other. London led the way in appointing almost all the officers from agents of voluntary societies and the majority being the police court missionaries working for CETS.

The part played by the voluntary organizations diminished rapidly: "Those who wished to see an end to the appointment of agents of voluntary organizations levelled their criticisms mainly at the CETS. They regretted that probation should still be associated to a great extent with the activities of a temperance organization and the society's policy of restricting appointments as missionaries to members of the Church of England narrowed the field of recruitment to the service."

The influence of the National Association of Probation Officers is strong from an early stage, but it conducted a poorly fought protest against the shabby treatment of the older missionaries who were granted only small gratuitous pensions at the time comparability with other public servants was being recognized. Even though the role of the CETS diminished in court work it initiated training schemes. More attention might have been given in the book to the later development of the content of training and its influence on the kind of service provided. Although there was rapid expansion of the probation service many benches disregarded the law by failing to appoint probation committees made mandatory by the Criminal Justice Act of 1925.

In the twenties and thirties the probation service was still having to recruit untrained persons. It was heavily dependent on people with elementary education. The Probation Advisory Committee considered that the possession of a secondary education should ordinarily be a minimum requirement for applicants. In addition, "the delicate task of adjusting other peoples' difficulties required the breadth of outlook which a good education should provide".

The brisk style of this book reflects the quickening pace of the expansion of the service and the power and skilled incisiveness of the Home Office to end the dual control of the service and to recognize the social case work role of the probation officer. Whilst it is very good on the politics, administration and legislation of probation and after-care, the study does not give sufficient attention to the relationships with voluntary organizations today.

Tony Locke

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Children's literature

Ambivalent spoof

Peter Fanning

The Borribles. By Michael de Larrabeiti. Bodley Head £2.95. 370 10898 1.

Not long ago I went to a Womble party. There was one room specially set aside for Anti-Wombles to be sick in. Now, on a wave of publicity, come the Anti-Womble bible.

Wombles, as you very well know, are really Rumbles who cannot pronounce their "r"s. Shaped like giant rats or deformed rabbits (and generally referred to as "hairy cushion" or "mouldy elderdown") the imperialist Schweinhund of South West London, armed with the terrible Rumblestick, make a living by theft—"only they call it finding". But the overweening Rumbles meet their match when they start to colonize Battersea Park and so precipitate the Great Rumble Hunt. Scourge of the Rumbles are the Borribles of Battersea.

"Borribles are generally skinny and have pointed ears . . . they are pretty tough-looking and always scruffy, with their arses hanging out of their trousers, but apart from that they are just like normal children." *The Borribles* is Battersea's answer not only to the Wombles, but also to *Watership Down*, *The Lord of the Rings* and *The Gims of Novarone*. A fearless band of Borribles sets out on Mission Impossible to smash the Rumble High Command, Messrs Bingo, Torreycanyon, Napoleon Boot, old Uncle Vulgarian and all. In a journey fraught with peril and excitement, they outwit the Wellies and the Borrible Snatchers and pit their wits against the green-faced Wendles—the half-cast Borribles of Wundsworth.

Criticizing the book is like trying to arrest a Borrible for shoplifting. The ambivalent spoof sidesteps all attacks. It is gripping, pathetic, entertaining as long as Mr de Larrabeiti wishes—and then the apple cart is swiftly overturned by a grinning urchin screaming "Pooled you!"

It is a tale of low cunning and dubious morality. The imagery is as crude as the story itself: "His tin helmet had split open like a rotten orange." Ultra-violence abounds. The spectacular variety of grisly ends rivals *Tamburlaine the Great* and if *Honour among thieves* ever meant anything, it reaches an apogee in Borrible culture, until with the final curtain comes a last grim turn of the screw. *The Borribles* will appeal to sensitive Womble lovers as much as Punk Rock does to Mary Whitehouse. No quarter is given.

But should you tire of those clean-limbed Hobbits or those earnest, well-dragooned Berkshire rabbits (Borribles are always quarrelling), then here is an epic with an eyeful of snuff—what the Trojan Wars were really like. Try *The Borribles*, warts and all, before they become a legend.

Paperbacks

Children—and us

Four Years Old in an Urban Community by John and Elizabeth Newson (Penguin £1.25. 14 02 1206 X). This further study is of absorbing and relevant interest. Here we can follow the growth and development of 700 children, the original study of whom resulted in the publication of *Infant Care in an Urban Community*. Now, having reached the age of four, they are beginning to question, argue and challenge. The Newsons are patient recorders; the parents are searching and honestly cooperative. If we need a "mirror" to reflect our own images in relation to children, we cannot do better than turn to the Newsons.

Joe Benjamin

Deviance in the Classroom, by David Hargreaves, Stephen Hester and Frank Mellor (first reviewed in *TES* on January 23 last year) and Towards a Theory of Educational Transmissions, by Basil Bernstein (first reviewed in *TES* on August 18, 1975) are both now available in paperback from Routledge and Kegan Paul at £2.25 and £1.95 respectively.

Deviance in the classroom, the first major application of the "deviance labelling theory" to classroom practice, looks at school rules, social typing and reactions to deviance, always well documented by case studies and substantiated by analytical notes. Written with social scientists and educationists in mind, it claims to make no discoveries, but simply tries to understand; it sorts out, at the end, the implications for both groups of readers through a series of observations and thought-provoking questions.

Basil Bernstein's study in the series *Class, Codes and Control*, bears all the marks of his previous work in the sociology of education: the provocativeness, the original use of theoretical studies in social class and language use, and the intellectual stimulus. In these papers, he "wanted to set the analysis of the school against a broader canvas of changes in forms of social control." To this end, he speaks first of changes in the moral basis of schools and then of changes in the coding of educational transmissions.

Review letter

Sir, Gratified as I am with the kind review by Ms Gertrude Seidmann of my edition of Wedekind's *Frühlings Erwachen*, her inclusion of incest and nymphomania in the list of themes "treated in the play could deter some teachers from choosing the book as a set text. While Wedekind treats the problems of puberty in many aspects and with great frankness, there is no suggestion of incest and nymphomania.

Ms Seidmann rightly drew your readers' attention to the "air of innocence" which pervades the play. I should like to underline that, despite its boldness, it is entirely devoid of smuttiness and conveys the feeling of tragic purity. As to your reviewer's remark, "some passages that need annotation are left without", this often is very subjective and therefore virtually inevitable. Yet I find it hard to believe that the 266 notes (14 pages) really left many such passages uncovered. There is a limit to what even a generous publisher can accept.

This brings me to another, though related point: publishers, I find, are willing to continue the publication of annotated editions but, in present economic circumstances, feel more and more restricted by the uncertainty of the prescription (or not) on the part of the Boards.

Is it not time for Boards and publishers to come to an agreement on this important question which has a serious bearing on the study of modern languages in the higher echelons? Are the days not past where the Boards could insist on deciding the prescription of a text only after seeing the printed product? I fear that if Boards persist in this attitude the number of such editions will dwindle to almost nought to the detriment of students, schools, teachers, universities and lecturers.

It is imperative that Boards should insist on a high standard of editing before giving a text their imprimatur. Yet they should also take the predicament of publishers into account who, understandably, are most hesitant to publish for such a specialized market without a reasonable assurance that their editions will not have to be pulped. Surely the problem is not insoluble. Could the Boards perhaps make their decision on the strength of scrutinizing the editorial work in manuscript form? There may be other ways but they should be explored before further damage to modern language teaching is done.

DR HUGH RANK,
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The world about us

R. C. Vernon on biology and the environment

Freshwater Biology. By J. G. Willoughby.
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Topics in the Biological Sciences. Hutchinson Educational £4.95 and £2.95 each.

A biology student nearing the end of his course will possibly have only two things clearly in his mind. The first is that his future in the vast fields open to him requires to be brought into focus. The second, and probably the clearer, is the realization that man, like any other animal, is dependent on his environment for the necessities of life and that this simple fact will directly or indirectly influence his future.

Dealing as they do with the applied aspects of their subjects, these first three books in a new series will help considerably in concentrating his thoughts on particular problems. The stated aim of the series is to emphasize "the social and economic implications of the topics, and their obvious practical relevance in the world around us". The authors have kept this aim very much before them.

With the world population ever increasing, the worry usually quoted is food sources, but recent events underline the need to think also of drinking water—its catchment, storage and distribution with all the biological problems arising. Dr Willoughby's *Freshwater Biology* brings these problems sharply into focus. An example quoted is the problem facing the Dutch who may have to look to the Rhine for drinking water by the end of the century. Anybody who has seen the Rhine will realize at once what difficulties this entails.

There is interest in every chapter of this book and many research projects should suggest themselves.

As well over half a million insects have already been identified and there are obviously many more still to be discovered, it is not surprising that Dr Friedlander has devoted over half of his book to familiarizing the reader with this huge class of the arthropods. Part II starts with a fascinating chapter on behaviour and ecology; these are inseparable "for each concerns what the animal *does*".

The author's stated aim is to bridge the gap that exists between our knowledge of insects themselves and their influence on our economy which "the perfection of their adaptation" permits them to exert, achieves this because it is written in an easy style refreshingly free from too much technical language. A discussion on Batesian and Müllerian mimicry (where the distinction is blurred) ends, "it is probably not worth wasting much time on assigning labels: what matters is to get what is happening."

It is probably the nature of the subject itself which makes Dr Whitney's *Microbial Plant Pathology* tougher going than the other two books. One might be forgiven at times for wondering how any plant at all survive the possible disabilities, only one of the five causes being dealt with in this book. Economic return is an important factor which can sometimes mean balancing crop protection against the return of the improved yield. The style in which it is written varies between the easily read (as the series of those for whom it is intended) and some fairly off-putting mathematics which seem peculiar to epidemiology. Nevertheless, it is a book which holds the interest and, packed with information, admirably achieves the aim of the series. The field of applied biology is a very wide one and there is obviously room for a series of books such as this. The first three have set a very high standard.

City flora

Francesca Greenoak

Street Flowers. By Richard Mabey. Kestrel Books £3.25. 7226 5151 1.
Trees. By Rosemary and Penelope Ellis. Outlooks and Insights Series. The Bodley Head £2.00. 370 01559 2.

Street Flowers ignores window boxes and front gardens; instead, it lures us into the alternative city—over derelict sites, into tunnels, along canal banks, peering at gutters and walls and waste ground. These are the places where urban wild flowers flourish and this book takes us on an expertly guided journey of exploration. Richard Mabey writes irresistibly, with enthusiasm and knowledge, not merely identifying the different species, but unravelling the special features of history and biology which enable them to thrive inside a city environment.

This is a book which draws you into a real appreciation of wild flowers, bringing an insight into the life-styles of the various city species. We look at how seeds arrive in town, the speedy exploitation by plants of any likely patch of ground, the means by which different flowers cope with city conditions and the ways they send their seeds outwards to further and wider colonization. Cities pose particular hazards to survival for wild flowers, but they are a match for the problems.

Street Flowers is a delight to read, with botanical concepts unobtrusively and clearly conveyed without interrupting the flow of the narrative. There is not a dull paragraph in the whole book; it is packed with exciting details, examples and anecdotes as it moves lucidly from one point to the next.

There is a corresponding excellence in the illustration and production of this book. Sarah Kensington's marvellously evocative paintings and drawings are a fitting complement to the text. This book is one which sharpens the powers of perception and observation of the world about us, but it is also one to come back to, not only for reference but for the pleasure of rereading.

Two previous books by Rosemary and Penelope Ellis in the Outlooks and Insights series, namely *Windows and Pipes* and *Wire*, explored the notion of adding everyday objects and looking at them in new ways. Despite the rather old-fashioned presentation of the books, they brought forward some interesting and refreshing ideas. The latest title in this series, *Trees*, is much more traditional in its approach. The information contained in it is quite interesting but the book lacks the flair which characterized the earlier ones. There are sections on conifer nurseries and plantations, and on the uses of trees both in manufacture and in the landscape. Unfortunately, there is too little space for the authors to get to grips with the subject, so that while there is a certain amount of outlook the book is rather short on insights.

Sympathizing with flies

Cecilia Gordon

The Beaver. The Fly. The Camel. The Leopard. By Barbara Benson. Cambridge University Press Pole Star Books. 45p each.

Text and illustrations are fully integrated in these 16-page books. Each double-page spread carries a large and attractive coloured illustration and a number of detailed line-drawings in "boxes", as well as its share of text. The illustrations have no captions, but are interestingly indexed by line-drawings on the inside covers, one for each double-page, with a numbered key to the items illustrated. This device will unfortunately be of little help to most children, since it is not labelled "Index", its use is not explained, and it carries no page-references.

The texts are kindly and anthropomorphic. Each creature is given a personal name (except Breck the beaver's partner, who remains an anonymous "lady" or "female"). We are asked to sympathize with flies, who "do not seem to understand that no one wants them in the house because they carry dust and germs".

Each book ends with a list of "Some facts" accompanied by small coloured illustrations of related species. These summaries are useful topic fodder, neatly presented, marred only by some clumsy sentences and one misleading statement: "Insects . . . have no bones, but their skin is like a skeleton." More like a carapace, in fact, supporting from the outside; and unlike a skeleton, which supports from the inside.

Setting out the prose of the text as though it were verse fractures the sentences, will be unhelpful to the less able reader—and seems pointless anyway. The vocabulary is top junior level, but the presentation seems aimed at younger children.

Among this week's contributors:

Ivor Crewe lectures in government studies at The University of Essex.

H. C. Dent is an ex-editor of *The Times Educational Supplement*.

Noel Hughes was until recently a director of Associated Book Publishers.

Tony Locke is a secondary schools adviser in Leicestershire.

Insects

A Dictionary of Entomology. By A. W. Leftwich. Constable £6.50. *0 09 460070 8.*

This book, containing over 4,000 clearly written definitions, may be regarded as a companion volume to the *Dictionary of Zoology* by the same author. Here general biological terms, except where they are significant, have been omitted as they are readily available in other dictionaries.

One must appreciate that there are over a million species of insects in the world and to have included them all would have necessitated a much larger volume than this. The author has restricted his book to defining some 3,000 species, the bias being towards species of Britain and Europe although he has occasionally strayed and included some tropical and some American species. Most species can be found under the English name and, where a definition refers to a specific insect, points of identification, the habitat and food plants of adult and immature insects are sometimes given.

The book also contains a simplified classification of the insect subphylum and a bibliography. This should prove to be a most useful addition for the entomologist's library although the price may be somewhat prohibitive.

F. J. Thompson

Thick pencils, new words

Margaret Spencer on written and spoken language

Children and Language.
West Sussex County Council. Available from Globe Education, Houndmills, Basingstoke, Hampshire RG21 2XS. 333 19919 7.

As the Bullock report was moving towards publication, a number of teachers in West Sussex met to consider the progressive development of children's use of written and spoken language during the early and middle years of school. Discussion groups were held over a period of two years and a range of themes studied. The result is a document which can prove more immediately useful and much less daunting to teachers than the formidable ponderousness of *A Language for Life*, because it shows that the teacher's need for theoretical explanation is powerful and relevant, and that it grows out of reflections upon actual classroom activity.

There are suggestions as basic as, "she should join the group, and by sitting down with the children, identify herself more closely with them" and expositions of M. A. K. Halliday's *Explorations in the Functions of Language*. The new media sit easily alongside the traditional practices. Above all the teachers have shown quite clearly that the children's interests and intentions are where their use of language begins and is extended, so that their play, books, crafts, art, music and mathematics are drawn together in a remarkable synthesis.

At the same time there is neither an exclusive viewpoint nor a condescending tone in writer-to-readers. The teacher more inclined to "thorough grounding" can be helped to extend her range just as one more loosely framed can be encouraged to see the benefits of structured learning and how to promote it. The coverage is remarkably thorough, combining exposition and illustration of all the language areas.

It begins with the earliest stages, but the progress is not measured in years or figures of any kind. Indeed, this is one of the best practical embodiments I have seen of Bruner's notion of language as an example of "the spiral curriculum". The strongest emphasis is on the teacher's relations with the child but there is no ducking out of the facts related to planning and provision, understanding and activity. The teacher is offered a synthesis of "how the child uses language to learn" and a detailed description of the teacher's role in this collaborative enterprise.

The chapter which deals with language and mathematics links the children's spontaneous play with their awareness of pattern and shape. It embodies understandings useful at a later stage for discussing "language across the curriculum". In their discussion of writing the authors face up to the initial difficulties of skill and practice. It is interesting to see how they move from thick pencils and letter formation, punctuation and the pitfalls of project work, to the tripartite modality of James Britton's researches. The essentials of reading, stories and poems are embedded in the actual endeavour of teaching in a way that is rare enough. In the section on drama there is almost as much as in the Bullock Report itself, and certainly more insight and optimism about its relevance and use.

The most remarkable feature about this collection of discussion papers loosely bound for insertion in an A4 file as working notes) is the evidence they provide that good teachers do not need to be told what to think and what to do. They generate their own expertise from looking critically and closely at their practice in the light of other knowledge. What they need is confidence to tackle the theories. This confidence can be enhanced by research and in-service training, but, in the end, the classroom is the meeting point of the child's needs and intentions and the teacher's knowledge.

En masse

Nicolas Walter

Mass Society. By Salvador Giner. Martin Robertson £8.75. 85520 014 6.

Salvador Giner has produced a study not of mass society itself but of ideas about mass society from ancient Greece to the present day, which belongs to the history of sociology rather than to historical sociology. He is a clear-thinking and clear-writing scholar of Spanish origin who has previously produced a useful textbook of sociology, and this monograph—based on his doctoral thesis ten years ago—will be found valuable by lay as well as professional readers.

He is cogently critical of the theory of mass society, which epitomizes the tendency of rulers and thinkers to see other people as a mass rather than as individuals like themselves. The moral is the old one that we should treat other people as we should like them to treat us, and Dr Giner shows how dangerous to theory as well as to practice it is to ignore this rule.

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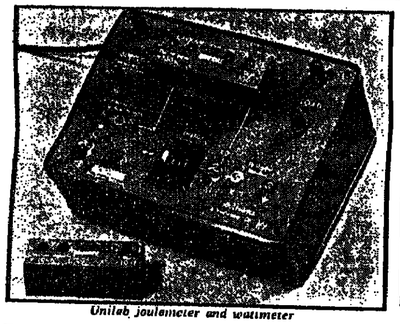
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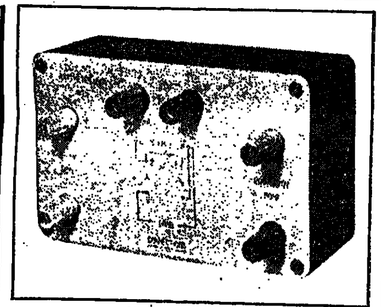
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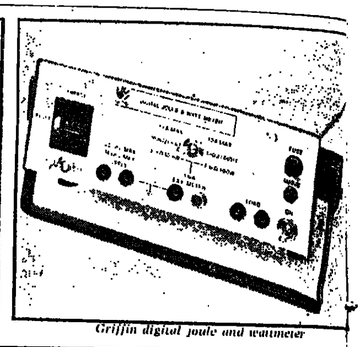
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Unilab joulemeter and wattmeter



Weir W75 wattmeter



Griffin digital joule and wattmeter

Digital measures for energy

BOB FAIRBROTHER assesses joule and watt meters

The production and use of digital instruments is increasing. There has been digital read-out for many years in car mileometers but these were, and usually still are, mechanical devices.

The advent of light emitting diodes (LEDs) and liquid crystal displays (LCDs) have led to a wide diversification of digital read-out and we meet it now in devices ranging from wristwatches and food scales to volmeters and so on. This diversification should increase and the cost decrease.

One of the earliest digital instruments used in school laboratories is the time scaler. This has been refined and the old dekatron tubes and electro-mechanical register are being replaced by LEDs. However, one of the most recent digital instruments to be made available to schools, the joulemeter/wattmeter, uses an electro-mechanical register. This is presumably done for economy but the advantage is that a click is heard as the figures change, giving an audible as well as visual indication of the rate of energy consumed.

A joulemeter is a device for measuring the amount of energy used by a piece of apparatus. The longer the apparatus is used, the greater the reading on the joulemeter. A wattmeter measures the rate at which energy is used, that is the power, so for apparatus which uses energy at a constant rate, the reading on the wattmeter stays constant, no matter how long it is used.

This is readily understood by teachers but not by pupils so an instrument which combines these two functions helps to emphasize the difference. Modern joulemeters and wattmeters measure both electrical energy and power, but generally only joulemeters are digital. The power supply is plugged into the input of the instrument and the load, perhaps a lamp or heater, is plugged into the output.

Several versions are available from different manufacturers. The Weir Electrical Instrument Company offers the W75 wattmeter unit for £63.14. This is not a digital instrument, but is intended for use with one of their class demonstration meters. It functions only on AC (50 and 60 Hz) mains voltages (200 to 270 volts) and with a special current transformer (£6.50) can measure powers up to 20 kW. This would have limited use in schools where much of the work involves lower voltages.

Instruments which accept lower voltages (although a mains supply is needed) are the combined joulemeter and wattmeter from Unilab (Ref 082.604, £37.40) and a similar instrument (Ref XIM—840 0107, £60.60) from Griffin and George. With six plug-in shunts the Unilab instrument provides six ranges from 1 mJ/1 mW up to 100 J/100W, so the full capability can be got for a total cost of about £48.

This is cheaper than the Griffin and George instrument but the design of the latter is more pleasing and has the convenience of two switched ranges instead of plug-in shunts. Both instruments can be used as a wattmeter by the addition of an external 1 mA meter. The joulemeter read-out on both instruments is from a three-decade electro-mechanical register.

The Griffin and George instrument can be a most useful addition to the repertoire. It has obvious uses such as measuring the energy supplied to heaters and lamps, which makes the teaching of calorimetry (latent heat, heat capacity) and of electrical energy and power much easier. The voltage range is convenient for most laboratory work with pupils: up to 20V dc and up to 14V ac.

There are some inconsistencies between the joulemeter and the wattmeter. In our tests, the supply was adjusted so that the instrument indicated 25 watts being delivered to a 12V lamp. Left on for 100 seconds one would expect 2[illegible] joules of energy to have been transformed but the joulemeter consistently indicated values of about 2,950. This represents an [illegible] per cent error in 2,500. A check of the currents and voltages gave 1.65A and 13V (21 watts) for both the input and output (i.e. the instrument itself is to consume negligible energy). In 100 seconds this power should give 2,145 joules. Which, if any, of these values is correct cannot be discovered without standardizing each of the meters.

Another experiment is to measure the energy required to charge a capacitor. The clicking of the electro-mechanical register gives an indication of the exponential nature of the charging process, the rate of clicking gradually decreasing as the capacitor charges. The experiment must be done with a series resistor otherwise the initial rate of charge can exceed the response rate of the register. If the series resistor is reduced in value as an electrolytic capacitor is charged (we used a 500F, 15V capacitor), the joulemeter eventually measures a constant rate of energy consumption which we assumed was due to the leakage current through the capacitor. It occurred with several different capacitors.

One day a laboratory technician connected a solar cell to the input of the joulemeter and measured the energy delivered by the cell to a resistive load. The load could be varied from zero to about 300 ohms before the power being recorded was affected. We wondered if we could verify the inverse-square variation of intensity of light with distance from a point source.

With a 24 watt, 12-volt bulb the initial results were not very promising. At about 10cm the power was down to 0.3mW, and was only 1mW at 5cm distance. It was difficult to measure the exact distance with any certainty and, anyway, the joulemeter does seem to use a small amount of input power and at these small values this is a large percentage of what is being measured.

With the exception of a doubt about the accuracy of the instrument we are very happy with it. We ought to be able to demonstrate that a volt is a joule per coulomb or perhaps we will do it the other way round and calibrate a voltmeter (and assume that the joulemeter is accurate). We can also derive root-mean-square relationships, adjusting ac and dc voltages to give the same power, and measuring peak values on an oscilloscope. The longer we have the instrument the more uses we find.

Griffin and George Ltd 285 Ealing Road, Wembley HA0 1HJ.
Unilab, Science Teaching Equipment, Clarendon Road, Blackburn BB1 9TA.
Weir Electrical Instrument Co Ltd, Bradford-on-Avon, Wiltshire BA15 1BU.

A few words from Bostik on creative expression



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Community access and local broadcasting

GRAHAM WADE on a new communications group

A new organization, the Community Communications Group, was founded at a conference in Milton Keynes recently. About 70 people from all over the United Kingdom came to the meeting, which was organized by a small group of people active in community media projects, including local cable television.

It was attended by teachers running schemes for unemployed school leavers, youth and community education workers, specialist media groups, communication researchers, PROP—the prisoners' rights group, and a member of the BBC unit which produces the access programme *Open Door*.

The conference discussed why a community communications group should be set up, and what aims it should pursue. Michael Barratt, who runs the new publicly financed cable TV station in Milton Keynes (Channel 40), stressed the importance of ordinary people being able to have access to all media, especially radio and television.

Now was a crucial time for those interested in access because the Annan Committee's report on the future of broadcasting will be appearing shortly. This document is likely to influence the degree of participation allowed on radio and television.

Other speakers said that access depended on collective ownership. Peter Lewis, manager of the now defunct Bristol Channel local cable television station, said the interests of a community were not always those of private enterprise.

Money to fund such projects was another problem. It was suggested that as well as exerting pressure for more democratic control of the media by legislation, the new group should also campaign for a coordinated financing policy.

At present each department, especially at central government level, refers inquiries to another department, and in the end they all deny any responsibility for funding media projects. Locally things are little better with many groups competing for the small amount of money available from arts organizations and charitable foundations.

Paul Bonner of *Open Door* felt there should be a well organized structure for video based as three simple levels: national, regional and local, and that such work should be publicly funded because it conferred positive benefits on the community.

Some voices were raised about the predominance in the discussion of television and radio to the exclusion of community newspapers. This was resolved by making specific reference to them in the formulated aims.

The conference agreed on three points: to campaign for broadcasting policy to give people living in cities, towns and other neighbourhoods the right to own and/or operate their own radio and television stations; to encourage the growth and development of local communication services, e.g. community press, independent video, film and radio groups and communication resource facilities; to campaign for adequate funding for such community communications services from a variety of sources.

Agreement on these general principles marks a beginning for the Community Communications Group, but the work of hammering out detailed policies will begin at the next conference to be held in Bristol in early March. Further information can be obtained from Richard Dunn, Swindon Viewpoint, 14 Victoria Road, Swindon, Wiltshire.

Environmental issues

by Jim Anthony

Energy conservation
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by P. G. Sharp and Harry Brown
Filmstrip and notes, £3.75 or £4.25 each part. Slide pack £7.25. Cassette £3 each part.
Diana Wyllie Ltd, 3 Park Road, Baker Street, London NW1 6XP.

The Right to Pollute
Part 1: The developed world
Part 2: The third world
Two filmstrips, cassette, duplicating masters, notes £11.70
EAV, Butterley Street, Leeds LS10 1AX.

Energy, its uses and the resources needed to generate it are well served nowadays by audio-visual aid producers who are aware that it must rank as one of the vital issues for students to consider, together with famine, over-population and other environmental issues that have been around a little longer.

Conservation is a slightly more nebulous concept; it can embrace the recent advances in synthetic woodpulp so that fewer trees need be cut; the incineration of rubbish to generate heat which is supplied to hospitals; stricter anti-pollution laws for international shipping or, viewed cynically, it is half a dozen children from nice houses giving up a Saturday afternoon to scramble in and out of a ditch removing bike frames and rubbish.

To call these two packages worthy and workmanlike is not to damn with faint praise; it is simply a matter of presenting the well known arguments in a cogent and attractive way. Both provide fair summaries of the problems and possible solutions facing mankind, with well-written, if slightly pedestrian texts to back up high quality filmstrips.

Energy is a resources pack from an extensive series which also covers topics such as population, nature conservation, restoration of buildings of architectural merit, and water pollution. Part one covers the sources of fossil fuels such as coal, oil and the associated gas, the generation of electricity from these and other resources, and food as the basis of human energy.

The second part considers the profligate way in which man treats these exhaustible assets, and the belated steps he is taking to use them more frugally, such as by insulation of buildings, more accurate thermostatic controls and fuel economy by road vehicles. Future fuel resources and their use are explored.

This series is suitable for any secondary school or adult audience, and has been tried successfully with the top tiers of a middle school. Children familiar with the BBC radiovision packages take easily to this format, and the teacher has the advantage of being able to stop the tape and filmstrip at any point.

The good quality pictures are seen to best advantage on a double frame projector. Classes who work individually with the smaller child-operated hardware should get the half-frame version of the filmstrip. The teacher's notes offer paraphrases of the sound commentary, where a transcript might have been more useful.

The Right to Pollute is a sober Anglo-American look at some rather harrowing material. The package comprises two good quality filmstrips and one double-sided cassette containing taped commentary for both; each side of the tape runs for about twenty minutes.

The teacher's notes are thorough and useful, containing the entire spoken text from the tape, identification of all the filmstrip frames, supplementary material on some of the issues raised, questions for discussion and spirit duplicating masters for students' discussion sheets.





From "The Right to Pollute".

Part one looks at the dilemma of industrial nations endeavouring to maintain their rate of expansion and the problems of exploitation, pollution and depletion of resources they must either face or evade. The aim is to define pollution within the context of human health and welfare, and the producers could hardly have chosen a more effective illustration than the Minamata crisis, dwelt on at length, in which a whole Japanese maritime community suffered through marine pollution. Some of the sound-vision juxtapositions are grimly ironic.

Part two offers more hope, with the recognition by the major industrial powers that they have a responsibility to the developing world. This is very serious, thought-provoking material, with an estimated target audience of 14 upwards. Packages like these can only be an influence for good, provoking constructive discussion and thought.

Noisy games

by Keith Stapylton

Sounds Lotto
Game with cassette
E. J. Arnold and Son Ltd, Butterley Street, Leeds. £6.50.

This set of six boards is designed to help children to distinguish sounds, not phonics as may be suggested by the title. Accompanying the game is a tape of 31 noises—animals, people, engine sounds, rhythms and natural sounds such as wind and fire.

There are three sequences of sound, varying in order and length and diverse enough for repeated use. Starting the tape in a different place each time ensures that no one board guarantees a winner, though a teacher could arrange for a needy child to win.

The sturdy boards have coloured pictures and words on one side, words only on the other, again widening the potential of the game. Their main use would be with infants who had not learnt to read. As well as helping children to distinguish sounds, they could introduce them to things they had not yet met—a duck, a typewriter, a guitar or even the sea or a cow—which occur in many reading schemes quite early on.

One sequence also introduces sounds in groups, animals, people, and so on, which would tie in well with pre-number grouping activities. They could also stimulate discussion.

If not over used the games are interesting enough and the sounds amusing enough to appeal to older children who have difficulties with conversation or creative thought, as well as helping their reading difficulties.



Upstairs and downstairs at Longleat

Ensuring that children make the most of a visit to a stately home is by no means easy—as every teacher and parent who has tried knows only too well.

The Education Advisory Panel at Longleat House in Wiltshire has now created two study packs to enhance the enjoyment and educational value of visits.

Entitled *Upstairs and Downstairs* and *Books, Costume and Heraldry*, they cover three curriculum areas: humanities, social studies and creative arts. For each of these, there is an information sheet and a sheet of photographs and prints, plus a bibliography.

The social studies section focuses on the vast numbers of servants employed at Longleat before the First World War, and their hierarchy is explained. A butler carrying a letter on a silver tray might pass a housemaid on the stairs struggling up with a heavy bucket of coal; he would not dream of helping her, nor would she expect him to. How much more interesting to see the Longleat staircases when armed with information like this.

The information is related to the present day. One does not simply read that a maid's duties included ironing the master's copy of *The Times* before breakfast, but that her wage was 25p a week (our pet which she had to buy her uniform—at more than £2).

The visual sheets adopt the same approach. An old print of a valet searching his master's collar has the caption: "Look into the way other fashions have caused discomfort through the ages, from corsets that were so tight that the wearer fainted, to platform heels that could cause many a sprained ankle."

Each pack contains three copies of each of the two sheets for its three curriculum areas, giving a total of 18 which is considered enough for a whole class. A questionnaire is also available.

The packs cost 49p each, plus 11p postage and packing. The question sheets are 1p each. For those who plan to visit the gardens as well, there is a booklet (10p) on the nature trail.

Order forms are available from Longleat House, Warminster, Wiltshire, BA12 7NN.

Gillian Thomas

Video technique

In a course of nine weekly lectures the South London College is teaching video recording, with the aid of experts from the BBC and elsewhere. Subjects include monochrome and colour recording techniques, systems and applications for magnetic tape recorders and cassettes.

Details from South London College, Knight's Hill, London SE27.

Free catalogues

Three new catalogues of slides, filmstrips, overhead projection transparencies and cassette tapes have been produced by Audio-Visual Productions for use in science, geography and the humanities. Topics include moon travel, human reproduction, Victorian costume, Roman architecture and traffic pollution.

The catalogues are free from Audio-Visual Productions, 15 Temple Sheen Road, London SW14.

More and more dim

Automatic dimming can be done with the new modular Auto-dimmer produced by Lightomation Ltd. Its speed range is between one cycle a second and one cycle in 10 seconds and it can handle 15kW. It has two sliders for rate and background control.

Details from Lightomation Ltd, 380 Station Road, Harrow, Middlesex.

Experts in the field

A wide range of publications is available from the National Playing Fields Association. They cover specifications for sports grounds, suggestions for shared use of facilities, information on costs, layout guides and aspects of adventure playground organization.

The association also runs courses. This year the management course on playleadership runs from April 13-15; the training course for playleaders runs from July 19-21.

Details of publications and courses from the National Playing Fields Association, 25 Ovington Square, London SW3.

Meals on wheels

Trolleys for various makes of cooker are available from the King Cole Tube Bending Company. The trolleys will house the Belling 45C, GEC Little Treasure, Belling 120 or 620, Selex Minorcook or Tricity Coronet. These are all 13 amp supply cookers.

An optional extra is a cabinet which backs onto the cooker, giving a greater work area. The trolleys cost from £24.85 and from £55.86 with cabinet, plus VAT, carriage and handling charges.

Further information from King Cole Tube Bending Company Ltd, 40 Buckland Road, Pen Mill Trading Estate, Yeovil, Somerset.

A calendar designed for pupils in the 16 to 18 age group is available free to all schools in the London area and the 10 counties around London.

The calendar features works of art by Picasso and Renoir and gives details about the pictures. Among the other illustrations are reproductions of royal signatures dating back to Richard II in 1386.

It has been sponsored by several companies and government services, who publish recruiting advertisements on the calendar.

Write to Byron, Brigstock & Co, 61 Frith Street, London W1V 5TA.



"Femme se coiffant" by Pierre Auguste Renoir.

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TALKBACK

Reading habits

Redvers Brandling

The need for all children to read fiction is an important one, particularly if we heed James Britton's opinion, that it is through stories that children "enter into the experience of other people". But the acquisition of reading skills does not necessarily stimulate motivation, or the sort of selectivity of material which some teachers would like to see in their children. Margaret Spencer has made the apt comment that we teach children not to read books but to read reading books. Every experienced teacher is aware of those children, for whom reading is a laborious task rather than a rewarding exploration.

Perhaps of equal concern is the number of children who are skilled and fluent readers, but who are unenthusiastic about reading fiction, or gravitate with monotonous regularity to books for which their teachers have none too high a regard. Children's choice of fiction often differs widely from what their teachers would prefer them to read.

A colleague of mine recently completed a piece of painstaking research when he reviewed the reading habits of a group of third-year junior children in a still largely rural area. The children included representatives from all five of the recognized socio-economic groups; the average reading age of the group of 12 children was 10.08.

In their school they had access to an attractive book corner, and a library which contained a number of books far in excess of the average of 1,800 recorded in the national survey in the Plowden report. Outside library resources were also available.

Some of the opinions-statistics revealed in this research were most interesting. None of the children stated a preference for reading rather than watching television, and in seeking to establish popularity of authors over a period of some months the number of times a particular author's books had been read gave rise to a "league" table which began: Enid Blyton, 23; H. E. Todd, 4; Michael Bond, 4.

In reading through transcripts of the tapes made by four of the children I found their reasons for choosing so many Enid Blyton books true to life, honest, but obviously not well reasoned by adult standards. Comments such as "she's the best—I think she's a good writer—her books are easy to read" would probably be repeated by many 10-year-olds, whereas an adult might note the author's exploitation of the group situation, and the fast moving plots which quickly envelop the reader.

As one who is "guilty" of reading escapist literature myself, I feel little sympathy with adults who seek to withdraw similar reading material from groups of books offered for children's choice. At the same time I do feel it is our responsibility to try to extend children's choice of books in sensitive and unobtrusive ways, so that their experience and enjoyment might be widened.



How we might do this is a deeping question, especially when measured against the influence of other sources. Television's production of *Carrie's War*, for instance, saw a library in my own school inundated with requests for Nina Bawden's book, and there seems to have been a nationwide children's "grapevine" which determined that *Charlie and the Chocolate Factory* ("fantasy" at an almost literally nauseating level, claims John Rowe Townsend) should be the "in" book of the past year or two.

One area for teacher influence remains the reading-to-the-class session, in which snippets from interesting books can be read, leaving the pupils themselves to acquire and read the rest of the book. If a large group of children is shown a marked tendency to read stories strong on plot, then the perceptive teacher might also use her knowledge to suggest further books with similar characteristics which she knows will extend the readers in question. Thus books with lots of strong plot might be extended to books with a strong plot plus good characterization, and so on.

An interesting idea I have seen in a school magazine provides for one child "interviewing" another, the latter acting as a character from a story. Thus, as "the Iron Man" he may be questioned as to why he acted the way he did in certain situations.

This exercise seems to give children a new dimension in their appreciation of books and the motivation to read them. Such an exercise also seems not dissimilar to the approach the Gobgans have used in their "Tell-tales" series, which is aimed at developing children's language.

With so many exciting books available for young children, we must try to get them to indulge in material which is full of "imagination—not to be confused with fanciful invention", to borrow a phrase from J. B. Priestley. Perhaps Freud was over staring the case when he said that "the meagre satisfaction that [man] can extract from reality leaves him starving", but as teachers we need accept that we bear a large responsibility for our children's literary diets.

Redvers Brandling is head of Deerhurst St Mary JMI School, Waltham Cross, Hertfordshire.

Fiction yearbook

David Burns

Every teacher knows that little can be done to encourage constructively each child's reading without an encyclopaedic knowledge of the vast number of books available. But how on earth is one to keep pace? Even a cursory glance at the fiction in most school libraries indicates the time lag between publication and recognition by schools of books which should have been made immediately available to children. The process by which books are selected is too often a random one, for which unhelpful publishers' catalogues must share the blame.

The situation is probably least satisfactory at pre-secondary level: not necessarily through lack of interest by the teachers, but as a result of the non-specialist nature of the job, the total absence of trained librarians and the failure of most junior schools to appoint a teacher responsible for the school's book policy as advocated by Bullock. While the secondary school library may be better stocked, through the requests of English staff (surely they know the books—don't they?), few could claim to be fully in touch with the constantly expanding world of children's fiction.

The trained full-time librarian is a luxury; the school's major resource is more likely to be in the capable hands of the ex-head of classics or Chinese, filling in their timetable as the subject is run down. As Bullock suggested, the untrained librarian is normally a mere administrator and guardian of the shelves, a figure as likely to deter as to encourage, and certainly not qualified to select the school's fiction.

The recent Schools Council research project into children's reading habits showed again that the school which "succeeds in fostering the reading habit", regardless of intake or other external pre-conditions, was the one where, using "zealous and intelligent direction", there was "a teacher or librarian who was himself a keen reader and, therefore, prepared to take seriously the development of the children's reading".

It is a gloomy prospect when one considers how little we read as a profession, and how few of us fit that description—or even could if we wanted to, given the size of the task and the pressures of daily existence.

There are in-service training courses, but places are limited, and teachers reluctant to land a colleague with their classes during the day, or end up sacrificing another precious evening. *Growing Point*, *School Librarian* and other journals are a great help, but are sadly under-used by teachers.

In Avon we were looking for a process whereby schools could be kept informed about recent children' fiction, without at the same time burdening them with administrative irritations, subscriptions and so on—or even having to rely on a pre-existing commitment within schools to keep in touch with recent fiction.

Growing out of a course run by Aidan Chambers, the Avon Teachers' Children's Books Group was formed. The group is unusual in that the county English adviser felt able to provide financial support. This makes it possible to provide every school in the county with an annotated booklist, which arrives in the Avon post-bag twice a year. Each edition contains annotations of some 100 titles published in the preceeding twelve months. The reviewing, designed to give some indication of content and quality, is undertaken by a small group of experienced teachers, representing the complete age-range from nursery to upper secondary.

The intention is that most of the books reviewed in the year's two issues will form an exhibition, which will be taken round the teachers' centres and teacher-training establishments. There is, after all, no substitute for actually seeing the books, and hearing them enthused over.

The initial response from teachers and publishers has been encouraging. One's hope is that it will ease the burden for the committed, make the process of selection less random, encourage teachers to read more themselves and, most important, promote at least a trickle of good recent fiction onto the dusty and drab-looking shelves of those schools where there is, as yet, no commitment.

Copies of 'Recent Children's Fiction' are available from The English Adviser, Education Dept., P.O. Box 57, Avon House North, St James' Barton, Bristol BS99 7EB, 25p including p & p.

David Burns, formerly head of English at Withywood School, Bristol, is now English adviser in Gloucestershire. The scheme is now cover Gloucestershire as well as Avon.

EXTRA

Winter sports

"Can you be a reporter with a broken arm, Sir?" they kept asking Tim Albert

With schools on skis

WEDNESDAY: A grey misty January day as we assemble at what would normally be breakfast time. A rather nervous start as we fly to Geneva, then transfer onwards by coach. But it is a smooth start, with the main problem so far being the girl who spills the contents of her suitcase all over the airport lounge.

The Kingston upon Thames party to which Schools Abroad has attached me consists of 75 secondary age boys and girls from three schools, with eight teachers, including a Harlequins second XV wing threequarter, and a former silver medallist in the womens' sprint relay in the 1958 European Games. The leader is Mrs Cynthia Hilton, head, magistrate, a jolly and efficient woman with a splendid Queen Mum fur hat and a courageous French accent.

The party has prepared well for this trip (which, being in term time, they insist is not a skiing holiday but an Alpine studies course). They have visited a dry ski run, had weeks of exercises and planning meetings, packed one box full of suitable library books and another full of project cards, and prepared leaflets giving all necessary information and more, ranging from the longitudinal sections of valley glaciers to how to say, in French, "We will now learn to snow-plough. Good luck."

We arrive in mid-afternoon at Leysin, two hours' drive from Geneva, said to be the fifth largest ski resort in Switzerland, and the scene of the death of Everest climber Dougal Haston just two days before. It is one of those Alpine villages that straggles along the road that winds up the mountainside—and today is under a thick carpet of snow.

One or two shrewd entrepreneurs (mainly outsiders) have realized just how good the schools' market can be. They have put together a package for Schools Abroad which at £90-odd for the week seems very good value, and which includes full board, travel, ski lessons, hire of equipment and use of ski lifts and of a variety of sporting facilities. In return they are virtually guaranteed a steady stream of youngsters, whom they can pack into bunk beds, and rely on for soft drinks and pinball takings.

THURSDAY: The party quickly slips into its routine. Breakfast at 7.30, two hours of ski lessons and three-quarters of an hour of environmental studies. Lunch, two more hours skiing and another hour of environmental studies, dinner at 6.30 and a variety of evening activities.

On the slopes in the morning, I find myself in the boys' beginners' group. Our instructor, Gilbert, is a former local ski champion and bank manager, whose yachts never quite allowed him to sail round the world, and who is now back for the season as ski instructor. Good teacher though he is, I am terrified to find myself on a slippery slope with strips of wood lashed to my feet, and boys and girls half my age whizzing down the slopes around me. "How nicely they are all settling in", says Mrs Hilton that evening. "And I haven't yet had to dispense a single Alka Seltzer."

FRIDAY: First sick call for Mrs Hilton, who takes to the doctor one lad who has twisted his knee, and two girls who have been sick in the night. "Yes", says the American-born doctor. "It looks as if you may have brought something out with you. And yes, it could spread." But meanwhile, out on the slopes, it is another world: the sun shines, the sky is azure blue, and we have all learnt to stop. That is a great help.

The lunchtime meal turns out to be the favourite of the week—fish fingers—and in the afternoon we take the cable car up to the top of the mountains. Afterwards it is "circus night", when children have the choice of swimming in a hotel pool, skating in the sports centre, or tobogganing by torchlight. As muscles I never realized I had start to ache, I order a brandy. It costs £1.25.

SATURDAY: The weather has turned bad again, and it is gusting snow as we learn the technique of how to ski across steep slopes without tumbling down to our deaths. In the afternoon the whole party goes on an expedition: down the rack and pinion railway, then on to an ordinary train with a stop to look at the Chateau of Chillon, then to Montreux to do some shopping, and back again.

At least that was the theory: something went wrong somewhere, and we are put on a train that does not stop at Chillon, but goes straight through to Montreux. Undaunted, Mrs Hilton calls a hurried pavement conference of her lieutenants, then slices up the party into manageable groups and sends us all on the 10-minute journey back to the castle by bus. Then back into the town, where the children buy a range of improbable presents, from music boxes to cowbells.

That evening there are films on skiing and mountaineering, and your reporter falls asleep before nine o'clock, the first time for many years.

SUNDAY: Several more girls have been ill in the night, along with one of their teachers. We are read the riot act on personal hygiene: wash your hands very carefully and use a piece of paper to pull the chain with.

Outside, it is not only raining, but we have to leave the comparative safety of the nursery slopes for a steeper field at the end of a T-bar lift. It is bad enough getting up—and most of us fall off at least once—but worse getting down. My confidence evaporates, as the children instinctively understand. "Can you be a reporter with a broken arm, Sir", they keep asking.

Another circus night, and one of the girls slips while queuing for refreshments and has to go into hospital. The sixth-formers go out for a fondue, while the two teachers who go with them find themselves paying £15 for three bottles of wine.

MONDAY: Another fine day but the casualty list is growing. The girl who fell over in the pool has to be carried up and down stairs, and one of the boys is sick in his boots. A teacher falls off the T-bar and tears a ligament, while the ex-European sprinter tumbles head first down a steep slope and announces her retirement. "The older you are the more dangers you can see," she says. I agree, and spend the afternoon taking photographs on foot. Experts say the snow is bad, and a few of the kids fall and hurt themselves. But most are loving it.

TUESDAY: "The last day already. Hasn't it gone quick," says one of the girls. Gilbert has taken me to one side and virtually called me a coward for not wanting to take the test. I do so: it is rather like a human dressage as I show him how I have learnt to walk and turn and zig-zag down slopes and across them and stop. I pass, and get a certificate, declining to pay the £1 for a bronze medal, but comforting myself that some people have done even worse.

At lunchtime I am told that 75 per cent of all major accidents happen out of formal tuition times. That afternoon, while the instructors organize a slalom race, one of the girls goes straight down the slopes out of control, and breaks a leg. The teachers are most upset, though they have organized things well and it certainly wasn't their fault.

At the presentation that evening kissing of instructors is forbidden in case it spreads our germs. My hotelier invites me for a fondue, and then charges me a special supplement for it.

WEDNESDAY: Sympathetic heads turn in the airport lounges as we thread our way through. At Gatwick we look more like an assault course than an Alpine studies one. Three girls in wheelchairs, three with slings, one in an ambulance after a bad asthma attack at several thousand feet, another clutching a baggage trolley after fainting, and several others looking green and grasping their plastic bags. "It's been not without incident," say the teachers. "Really good fun," say the kids. And, of course, little local difficulties not withstanding, they are absolutely right.



Photos by Tim Albert



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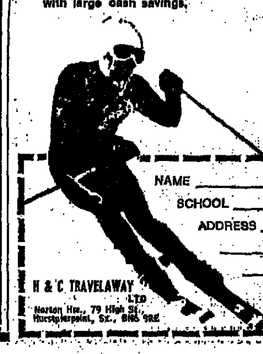
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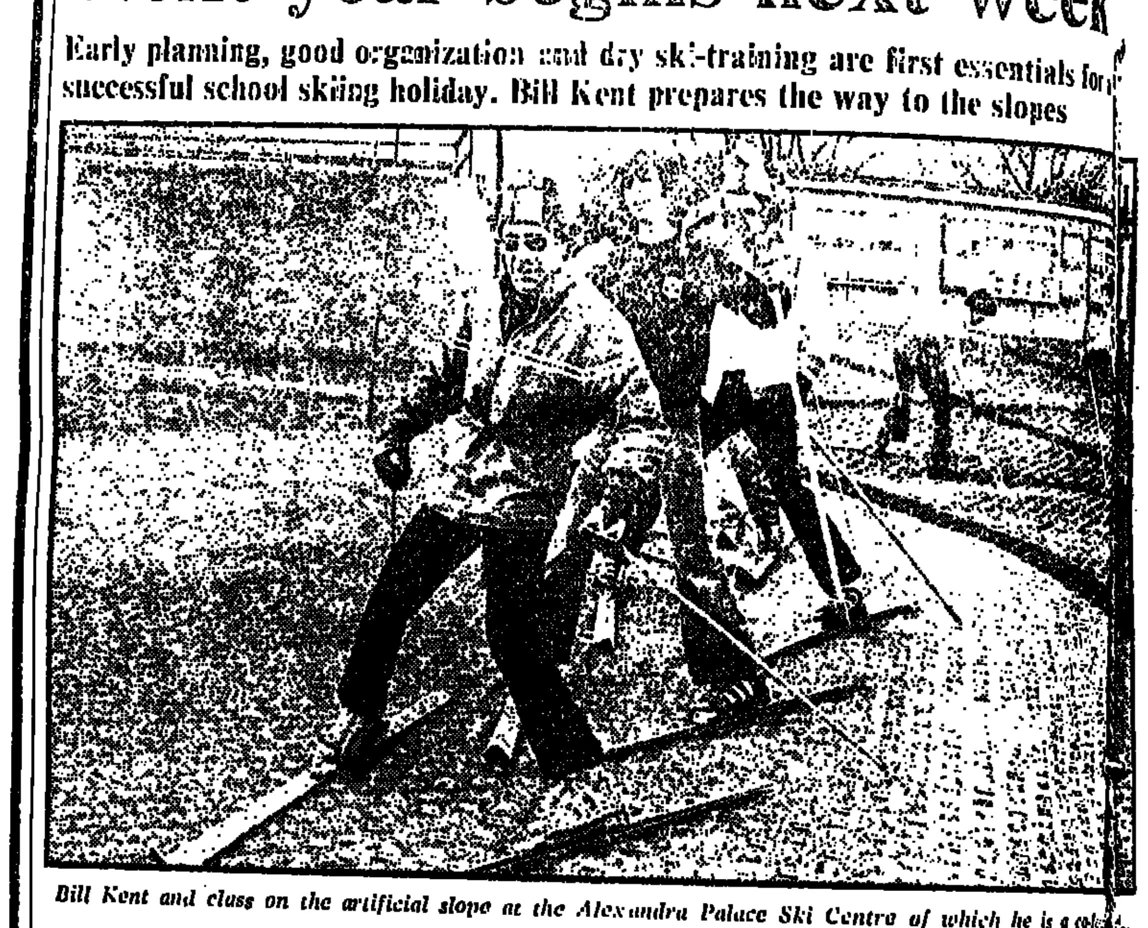
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Early planning, good organization and dry ski-training are first essentials for a successful school skiing holiday. Bill Kent prepares the way to the slopes



Bill Kent and class on the artificial slope at the Alexandra Palace Ski Centre of which he is a co-founder. Photo: Peter Roberts

Ski trips should be fun, not merely for school children, but for teachers and party leaders. But they must be well planned. There are specialist tour operators who deal only with school parties, who can advise you on planning. You should start thinking about next year's trip in the next few weeks.

Before Easter your party should know in principle of the plan, and you should have the views of parents. Ask for brochures from tour operators who specialize in school travel (list below). Select country and resort. Make provisional bookings and ask for a chance to join an inspection tour (though not all operators run these).

In these days of economic hardship the length of trip will probably be between seven or eight days, which only allows for about six days at the resort. Some tours still only provide two hours tuition each day, but this question should be raised with the operator before final arrangements are made.

Services normally included are: travel from and back to the airport, including coach transfers from foreign airport and hotel; appropriate in-flight catering; a full meal service throughout the tour; British and foreign airport tax, landing charges and government and local tourist taxes, hotel service charges, including VAT (or the equivalent); full accommodation; hire of skis, sticks and boots; daily ski lessons of two times two hours a day (and an eight day tour with seven nights accommodation will normally have six days' tuition); insurance cover against illness or accidents on the ski slopes or elsewhere.

Items not normally included are: inland coach fares; insurance against loss of skis or other hired equipment while abroad, and the by now familiar British Government levy.

By spring you should have your publicity material available. Arrange a meeting with parents and distribute leaflets, including outline information, dates, total costs, venue, suggested pocket money, necessary clothing and kit, and baggage limitations. Inform them that skiing is an energetic sport requiring pre-ski training.

Obtain tour publicity and promotion leaflets. Hold a meeting of interested pupils and parents. Give a lecture or show a film showing typical activities. And make up a list of children in the party.

Before school breaks up for the summer holidays you should have opened a bank account in the name of the school, requested deposits and consent forms, checked the locality of the ski clothing hire shops, and arranged for one of their representatives to attend a parents' meeting to give full information and a firm quotation.

These firms much appreciate it if teachers take over the collective organizing of such hirings: it will enable them to cut the administration costs and stop them having their shops over-run by parents asking unnecessary questions. Deposits and consent forms from parents will make the party list less provisional.

As soon as school starts for the autumn term, contact the nearest artificial ski slope and go there personally to find out how it operates and to meet the chief instructor. He will give you a full run-down on your course. Many teachers and organizers assume quite wrongly that if their trip starts in the New Year they need not start training before the beginning of January. It has been proved that an early ski course gives the children unequalled opportunity to take an intermediate course before setting out.

When the time approaches for departure, collect the remainder of the money and make arrangements to deal with pocket money. Check passports, and, if necessary, arrange for new ones. (Collective passports are accepted in most European countries.)

It is not essential to spend a lot on clothes. Although many skiers spend a great deal on what they wear, beginners may wish to hire their kit in the United Kingdom. Ski pants, ski suits and anoraks cannot be hired abroad. Tour operators can always advise on the suitable companies, and most of them will allow the skier to buy any item on his or her return for the purchase price less the hiring fee.

These are the essentials: ski pants (not jeans); anorak (not windcheaters, sailing jackets, parkas, etc, as these are not designed for snow), one pair of gloves (mitts if possible, and not knitted gloves); goggles or sunglasses; two pairs of socks (not football socks or thick [illegible] socks); two shirts or blouses; two sweaters (high necked if possible); tights, long underpants, or pyjama trousers (avoid nylon).

Non-skiing gear should [illegible] of the minimum, and you should bear in mind that most continental hotels are overheated. For walking out after skiing, strong walking or après-ski boots are necessary.

At the resort, the way in which children behave reflects upon their school, their town and their country. The efficiency of the party leader in handling excited children is obviously of prime importance on such a trip and can determine the success or failure of the whole tour both educationally and recreationally.

When you arrive it will be the end of what probably has been a long and tiring journey. Bed, the hotel and the ski shop will be a turmoil, with people of all sorts arriving at the same time, and since the equipment is now the most important thing for the coming week, I strongly advise party leaders to get down to the ski shop as quickly as possible, even using continental methods of getting there first if necessary.

Earlier groups will get the best equipment, but a well-trained party leader will be able to check their children's equipment before they leave the shop. Always bear in mind that the boots—and how they fit and feel—are the most important items. Bindings will be adjusted for safe release, but your early training on the artificial slope

continued on opposite page

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Boots are the most important item. Here trouser length and ankle boot are correctly lined up. Photo: Peter Roberts

continued from opposite page

should have taught you how to check these.

The length of the skis is of prime importance, and, at most, they should come up to the user's eyebrows. The shorter the ski, the easier the beginner will find his turns, and probably the faster he will learn to ski. Sticks should reach up to the elbow when standing in the snow.

It often helps to have self-adhesive labels so as not to get the sticks muddled. Skis are numbered and children should memorize the last three numbers. Often, because the costs are being whittled down for economic reasons, the ski shops and the tour operators will have agreed to offer an older type of equipment. But you should no longer have to accept lace-up boots or cable bindings, since the former are less efficient and the latter not up to modern safety standards. But, as mentioned before, finance will be the guiding factor.

That part of the tour which involves skiing needs close study and support from the teachers and party leaders in helping the local instructors (though, unless they are properly qualified, not actually doing the teaching). It is useful to join the pupils in their lessons.

Various meetings at club and federation level have strongly recommended that party leaders should enlist in the Ski Party Organizers courses. These normally last two days, and teachers will learn enough to be able to judge their own pupils for fitness and, later, for their abilities on the slopes. They could then help the local instructor in placing the novice in the correct class at the ski school.

There is a definite need for higher standards on both safety and fitness, and the SPO courses—apart from practical instruction on the artificial slope—includes theory and demonstrations on safety bindings, ski care, ski clothing, selection of resort, fitness, discipline in the mountains, and safety. Information on these courses can be obtained from the secretary of regional association, from the local artificial ski slope, or from the l.e.a. PE adviser.

As a cheaper alternative, how about the old fashioned type of school ski-holiday of pre-war days. We took all our food in our rucksacks, and spent the whole week on top of some obscure mountain, in the most beautiful and undisturbed scenery. We learnt to ski in whatever conditions nature provided, tried to cook our own meals, had to live with—and like—each other, and found it an adventure to look forward to from one year to the next.

The cost then was one Austrian shilling a child a night, and even today the costs would only be a fraction of hotel expenses. But one snag—which in any event we should learn to overcome—would be the problem of fully qualified supervision. Not many of our teachers would qualify for this type of holiday, but many of our more adventurous youngsters would want to be able to join in what is, for Central European youngsters, a natural annual event.

Alpine clubs keep their own mountain huts. They take great care to make sure that they are fully stocked with logs and fuel for cooking, and some now have electricity. Heat comes from old fashioned fireplaces, which are also used for cooking. Water comes from troughs outside—after first breaking the ice with pickaxes and, needless to say, boiling all water first. Tourist boards will be able to give details on these types of ski holidays.

So many times, when I ask people if they fancy skiing, they say "I don't want to break my leg." It is a monotonous reply, and I never find people who, when asked if they want to take up tennis, say they don't want to break an arm. As a beginner you will spend much time on the ground, but if you follow the skier's code, learn to use your equipment, and are reasonably fit, there is no greater danger from skiing than from other sports.

School travel specialists:

EROS (Educational and Recreational Overseas Travel (London) Ltd), 53 South End, Croydon, Surrey (telephone: 01-680 1900).

School Travel Service, 24 Culloden Road, Enfield, Middlesex (01-363 8202).

Harmont Travel, Television House, Fairfax Street, Bristol (0272 299321).

Schools Abroad, 42-44 Church Road, Burgess Hill, Sussex (044 46 42825).

Young Skiers Association, 18 Chiltern Road, Hitchin, Herts.

Further information:

The National Ski Federation of Great Britain (NSFGB), 118 Eaton Square, London SW1W 9AF (235 8227).

The Ski Club of Great Britain (SCGB), 118 Eaton Square, London SW1W 9AF (235 4711).

Further reading:

We Learned to Ski. By Harold Evans, Brian Jackman, and Mark Ottaway. (Collins.)

Better Skiing. By Bill Kent and Peter Roberts. (Kaye and Ward.)

Going Skiing. By Alan Gibbon. (Midas.)

Ski Teaching. By John Sheddon. (John Jones, Cardiff, Ltd.)

Beginners, please

by Robin Mead

We Learned to Ski, by Harold Evans, Brian Jackman and Mark Ottaway. Collins, £3.95, paperback.

Skiing is a sport at which, unless you are an Olympic-class downhill racer, you will always feel inferior. You start feeling inferior when you book your first skiing holiday and get involved in the technicalities of slopes, runs, and snow conditions. You feel more inferior when you actually arrive at the resort and get asked about ski lengths and bindings.

There are more bad moments when you find out that in talking about a snowplough your ski instructor is not referring to a vehicle which clears roads, and when you keep falling off what more experienced skiers refer to slightingly as "the idiot lift". It never stops; humiliation is a part of skiing.

And the nice thing about Harold Evans, Brian Jackman and Mark Ottaway, of *The Sunday Times*, is that they understand.

"Many of us", they write, "who take skiing up later, naturally feel enraged . . . by the sight of five-year-old Austrians buzzing down the mountainside at absurd speeds. But you will soon get over this and learn to appreciate your own achievements. After all, kids go too fast to appreciate the view, and they're in bed by the time the après-ski starts. . . ."

Wise words from a team which included one man—Harold Evans, Editor of *The Sunday Times*—who was past 40 before he took up skiing. And the wise, even waspish, words continue. "There are far too many experts teaching, and far too few expert teachers", snap *The Sunday Times* trio. And: "You are out to enjoy yourself. . . . Reflect on the fact that usually the most bored (and boring) men and women in the resort are the skiers so expert that all challenge has vanished."

Perhaps because it combines such commonsense observations with step-by-step instructions on how to ski, a wealth of drawings and diagrams, and vital chapters on things like fitness and the choice of equipment, *We learned to Ski* was a best-seller when it was first published as a hardback two years ago. Now a paperback edition has been brought out by Collins, and the text has been revised to bring it right up to date on resorts, teaching methods, and equipment.

The book has much to say on *ski evolutif*, the French method of tuition on short skis which can produce such spectacular results in only a week but which the Swiss dismiss on the grounds that it makes a beginner dangerously over-confident. The authors learned that way, enjoyed it, and come out strongly in favour ("It was an antidote to the crustiness of old age").

They are less flattering about the American graduated length method of instruction, although they accept that it can help to iron out faults or come to the rescue of a skier who is not progressing.

Such technicalities are important. But the book's emphasis is on the fun of a skiing holiday, and the authors go to great pains to reassure those who might be put off as a result of being the victims of a bad ski school, bad equipment, a bad resort, or a bad choice of package holiday.

This is not a book for the expert—although even he might learn something from it; it is a book for the average holidaymaker who chooses to go skiing for the exercise, and the happiness and the achievement and the beauty and the excitement of skiing, or even of trying to ski.

It is calculated to add to the numbers of those who have already been bitten by the ski bug because of its sheer practicality for, as the publishers say tersely in their introductory blurb about the authors: "*They* learned to ski on any mountain. So can *you*." And, after reading this confidence-boosting book, one can actually believe that statement.

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A kick start and then slide

Dudley Wilson on ski-rambling in Finland



Along a forest trail in Finland

Life in Finland is sharply divided between the snow, ice, fur coats and fierce central heating of winter and the sun, water and sparkling light of summer. No nation enjoys itself, winter and summer, so intensely as does the Finnish with her sauna sensations, fiery drinks, close social contact and intimacy with nature.

In winter the land, undulating forested fells for the most part, is blanketed in snow and reflects an eerie yet beautiful gleam in days of endless twilight. Summer brings bright colours as pine, spruce and birch appear fresh green and the lakes (all 60,000 of them) thaw into blue waterways. Finland, though distant, increasingly attracts tourists in summer and, more recently, for the hitherto closed winter season, too.

Finns, from President Kekkonen along (in such a democracy it cannot be right to say "from the President down"), are ardent sportsmen. This small nation (population 4.7 million) has produced many fine Olympian athletes; some, like Lasse Viren, became household names the world over. Most popular winter games are ice hockey, skiing, skating and Bandy, something like ice hockey but played on a football-size pitch with a ball.

I mention all this to show how Finns make sporting activity part of their life style even in tough wintery conditions. Skiing comes naturally to all Finns. Scandinavians invented skis to get about on snow. We call this today ski rambling, ski trekking, cross-country skiing, ski de fond, skiwandern, or Nordic skiing.

Finland very likely offers the most extensive facilities, treks and terrain for this activity which is growing in popularity but still should be more widely known. In the capital Helsinki (as in Oslo) citizens use skis for shopping, for school, for a stroll, to get to parties, meetings, parliament even, to get healthy exercise and so on. Finns even waged war on skis during the legendary Winter War against the Soviet Union. Finnish businessmen and workers commute on skis.

I like the claim of Sateri, a major Finnish industrial firm, that their employees ski a total of twice the circumference of the earth each winter. More than a dozen of Finland's 50 skiing centres are inside the Arctic Circle. Much as I admire the downhill skiing at many of these, and ski jumping is everywhere especially well provided for, I recommend Finland most highly for ski rambling, an enjoyable pastime and a winter way of life.

Many people shudder at ski resort sophistication especially with beer at £1. Many families dislike handing over their children to ski class where too often teaching is poor. Not everyone takes to skiing, to the thrills of queuing for lifts, to spills on the piste. Many question the sanity of skidding down a slope dozens of times a day. Après-ski often exists only in colour illustrations especially when your pounds fall flat on the slalom. For some the mystic of skiing, created by the millionaire set decades ago, is phoney.

For all such persons, for those who think they cannot propel themselves on skis, for those who enjoy a winter wilderness, for families or groups who wish to share activity, Nordic skiing is the answer. Finland offers marvellous *Zhivago* landscapes through which to wander on skis.

Equipment is not the same as for skiing. Cross-country skis are lightweight, three to four lb, about 6 cm wide and should be a foot longer than your own height. Boots are light too, unlike the cumbersome leviathans necessary for downhill work. They should be waterproof, rubber soled, flexible, more like training shoes. I wear a couple of pairs of socks, the outer thick wool. Sticks must be unbreakable, their tips angled.

You ski along the straight, down inclines and, regrettably, up slopes. Good tracks or the most suitable open country provide a balanced selection of all three for the best excursions. Boots are attached to bindings only at the toe leaving the heel free to rise.

The simple basic movement is a kick start and slide. The knack of ski rambling can be learnt in two days without difficulty. This goes for children and grandparents too. There are schools: one at Vuikatti, in northern Finland, provides cross-country ski courses, the usual tests and diplomas.

Norway, too, boasts such establishments as does Villard de Lans, in the Dauphiny, but in the Alps, ski de fond is secondary to downhill skiing, although more resorts are marking snow hiking trails, evidence of this pastime's growing following.

One essential skill should be perfected for successful ski rambling—waxing. Wax helps your skis grip the snow to prevent back sliding on an uphill stretch. It makes gliding forward on the level easier. Keep things simple but try to understand the principles behind waxing and learn to judge individual snow conditions. All equipment described, including waxing kits, can be readily bought or hired all over Finland.

You can Nordic ski on round trips from your hotel along marked tracks illuminated when dark and grandly lit by the lamps of heaven, the awe-inspiring Northern Lights in Lapland. You can ski point-to-point or indulge in formal trekking across virgin snow when truly proficient.

Ski treks are adventures, lasting several days with overnights in log cabins. Whole towns, regions and even countries participate en masse in cross-country ski events. Finlandia Ski Race, 75 kilometres from Hameenlinna to Lahti, is the most famous.

Other winter specialities include reindeer safaris, two-day trips with a night in a Lappish hut. Moving smoothly over the snow in your reindeer-hauled sledge (pulkka) you feel you have achieved the ultimate winter dream. Your drive, by the way qualifies you for a reindeer driving licence.

Fishing, real *Nanook of the North* stuff this, demands your warmest clothes, the usual angler's store of patience plus a gargantuan corkscrew to bore through the ice. Finnish saunas are far removed from British imitations. I tried a roll in crisp snow afterwards and personally vouch for the beneficial shock my system received.

If you arrange a trip to coincide with national festivities you will be able to sample something of that wild, Finnish enthusiasm unleashed. Kelevala Day (February 28) is bettered possibly in celebration by Vappu (Walpurgis Night) on April 30. The ski-touring season lasts into April or longer and begins well before Christmas as soon as heavy snows fall and lakes freeze. The exact time depends on how far north you are.

The best time to go is towards the end of February, the "pearl month", or early March when days lengthen and the sun strengthens its rays to strike ice and snow like the thrilling sensation of Sibelian trombones.

A Finnish vacation at any time brings a chance to admire superb modern glass, ceramics and architecture. Contemporary buildings mingle well with the traditional and the whole blends into the natural scene. Often treeless tundra or forested hills are used as backdrops by leaving one wall clear glass.

Some ski hotels are outstanding examples of architectural design inside and out. Finnish cuisine offers crayfish in summer and reindeer delicacies, tongue, steak in winter. Charcoal grilled herring takes some beating. Light lagers are good, coffee excellent and dining out a worthwhile experience. Watch for akvavit, usually as a potent aperitif with tasty morsels, and distinctive liqueurs notably from cloudberry and Arctic bramble.

One of the most heartening characteristics of ski rambling is its availability to all. Finnish landowners never put up barriers against ski trekkers across their farms. Ski ramblers erect no social barriers and this sport excludes neither young, nor old, nor, I am especially pleased to say, the handicapped. Finland and Norway through Nordic skiing enable the blind, for example, to participate fully. Recently two blind British skiers won the British Ski Federation's bronze medal for cross-country skiing open to all.

Finlandia of 49 Whitcomb Street, WC2 specializes in packages to Finland and will quote for group travel. Long weekends, five nights divided between Helsinki and Hyvinkaa, cost £148 inclusive of Finnair flights, hotels, some meals and cross-country ski hire. Nine nights in Lapland cost from £192. Ruuponsaari, 105 kilometres from Jyvaskyla, is ideal for ski rambling: five nights with ski hire, saunas, half board, and Finnair flights start at £141.

Lahti is Finland's leading resort for all types of skiing. It will host the Nordic events for the 1978 World Ski Championships (February 17-26). The Lahti stadium holds more than 100,000 spectators with 5,000 in the grandstand. This spring Finland comes nearer by land and sea when Finnlines introduce, on their Travemunde-Helsinki route, a revolutionary gas-turbine ferry, Finnjet, which will halve the present two-day voyage.

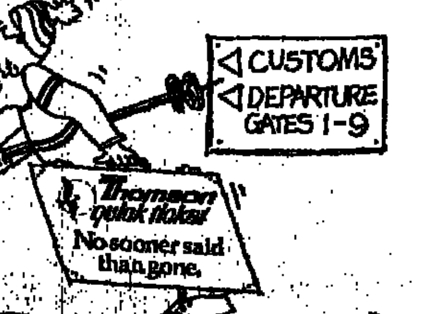
Waymark Holidays (295 Lillie Road, SW6), in whom I have great confidence, arrange ski rambling in Finland, too, but their speciality seems to be a ski-orienteering course at Kvitavatu, in Norway. Norwegian ski-touring holidays are available at many centres through Norwegian Railways (21-24 Cockspur Street) and the excellent Ramblers Holidays offer skiwandern in Austria and Switzerland. The Dauphiny holiday I mentioned is available inexpensively at self-catering apartments through Interhome Holidays, 10, Sheen Road, Richmond, Surrey.

Finland's austere winter landscapes of tranquillity are occasionally shattered by the sight and sound of steam-hauled trains snorting through the snow drifts or the whine of hard-driven cars thrashing along icy tracks on some long-distance rally, another Finnish obsession to excel. Usually, however, the vast countryside remains unsullied, guarded by a legendary enchantress, "Peace of the Snows". This is the snow world which awaits ski ramblers.

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Nursery Education

Deputy Headships Senior Masters/Mistresses

NEWHAM
(London Borough of)
REBECCA CHEETHAM NURSERY SCHOOL
Marcus Street, London E15 3JT (Roll, 90)
Head Teacher, Miss M. J. McKerrow
Required September, 1977, or earlier if possible.—
DEPUTY HEAD TEACHER—Group 2.
It is essential that applicants for this post should have had teaching experience in either a nursery school or class.
Burnham scales, plus London allowance £402, plus annual supplement £312.
Application forms may be obtained from the undersigned and should be returned by February 28, 1977.
J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford E15 4BH.

Primary Education

Headships

BEDFORDSHIRE
EDUCATION SERVICE
CAMPTON PRIMARY SCHOOL
Campton, Shefford, Beds.
HEADSHIP
Group 1
From September 1977:
Applications are invited for the HEADSHIP of this Group 1 Primary School, which, at present, caters for children aged 5 to 10. Estimated roll September 1977: 36 pupils.
Under the Authority's reorganization plans the School is due to become a 5 to 9 Lower School in September 1979.
Application form and further particulars obtainable from: D. P. J. Browning, M.A., Chief Education Officer, County Hall, Bedford. Closing date: February 28, 1977.

BEDFORDSHIRE
EDUCATION SERVICE
HEADSHIP:
CHRISTOPHER REEVES V.A. LOWER SCHOOL
Podington, Beds.
(Group 1)
From September, 1977:
The Managers invite applications from active communicant members of the Church of England, for the HEADSHIP of this Group 1 Lower School, which, from September, will cater for pupils aged 5-9. Estimated roll September, 1977: 28 pupils.
Application form and further particulars obtainable from: D. P. J. Browning, M.A., Chief Education Officer, County Hall, Bedford. Closing date February 28, 1977.

BEDFORDSHIRE
EDUCATION SERVICE
ST. GEORGE OF ENGLAND V.C. LOWER SCHOOL
Toddington, Dunstable
HEADSHIP:
Group 5
Applications are invited for the HEADSHIP of this Group 5 Voluntary Controlled Lower School, which from September, will cater for children aged 5 to 9. Estimated roll September 1977: 330 pupils plus approximately 7 in the unit for partially hearing children attached to the School.
Application form and further particulars obtainable from: D. P. J. Browning, M.A., Chief Education Officer, County Hall, Bedford. Closing date: February 28, 1977.

BEXLEY
(London Borough)
ABBEY PRIMARY SCHOOL
Thamesmead
HEAD TEACHER—Group 6.
Applications are invited from experienced teachers for the post of HEAD TEACHER
Appointment to commence from Autumn Term 1977, i.e., 1st September.
Application forms and further details available from Chief Education Officer for Schools (T5), Town Hall, Crayford, Kent. To whom they should be returned by Monday 28th February.
LONGLANDS PRIMARY SCHOOL
Sidcup
HEAD TEACHER—Group 6.
Applications are invited from experienced teachers for the post of HEAD TEACHER
Appointment to commence from Autumn Term, 1977, i.e., 1st September.
Application forms and further details available from Chief Education officer from Schools (T5), Town Hall, Crayford, Kent. To whom they should be returned by Monday 28th February.

CHANNEL ISLANDS
STATES OF JERSEY
EDUCATION COMMITTEE
HEADTEACHER
Group 4
Required from September 1977 for
ST. PETER'S PRIMARY SCHOOL
on the retirement of the present head.
Application forms and further details from the Director of Education, P.O. Box 142, Highlands, St. Saviour, Jersey, C.I.

CORNWALL
EDUCATION COMMITTEE
Applications are invited from qualified TEACHERS for the following Primary Headship:
BOSCASTLE COUNTY PRIMARY SCHOOL
Group 2
(60 on roll)
Vacancy occurs 1st September 1977
Application forms and further details from and returnable to The Secretary for Education, County Hall, Truro, on receipt of a stamped addressed envelope.
Closing date: 7th March, 1977.
K. Cruise, Secretary for Education, Education Department, County Hall, Truro, Cornwall.

CUMBRIA
EDUCATION COMMITTEE
BELAH PRIMARY SCHOOL
Carlisle
(County: 4-11 Mixed: Roll: 338)
Group 6
Applications are invited from experienced and well-qualified candidates for HEADSHIP of this school.
Application forms obtainable from and returnable to G. A. Hargreaves, Assistant Director of Education, North-East Division, Civic Centre, Carlisle by 4 March 1977.

DEVON
BEER C. OF E. (AIDED) PRIMARY SCHOOL
(Roll: 103)
Applications are invited from suitably qualified persons for the post of HEAD TEACHER Group 2 (£4,623 to £5,181). Full, practising communicant member of the Church of England.
DALWOOD COUNTY PRIMARY SCHOOL
(Roll: 38)
Applications are invited from suitably qualified persons for the post of HEAD TEACHER Group 1 (£4,432 to £4,950).
The successful applicants will be expected to take up the appointments in September, 1977.
Application forms and further details (stamped addressed envelope please) from East Devon Area Education Officer, Morwenstow, 7 Barnfield Crescent, Exeter, returnable by March 7, 1977.

DORSET
CORFE CASTLE C.E.
(CONTROLLED) FIRST SCHOOL
(Five to nine years)
Near Wareham
(Group 2, roll 70)
HEAD TEACHER required from September, 1977.
Assistance with removal and legal expenses.
For application form (to be returned by March 2) and further details send foolscap stamped addressed envelope to the Education Staffing Officer, County Hall, Dorchester, Dorset.

DORSET
DORCHESTER, ST. OSMUND'S C.E. (AIDED) JUNIOR SCHOOL (Group 5)
See under Middle School Headships.

DURHAM
COUNTY COUNCIL
HEADSHIPS of the following schools.
EASINGTON COLLIERY COUNTY INFANT
Group 5
CONSETT COUNTY INFANT
Group 4
DELVES LANE COUNTY INFANT
Group 4
OUSTON COUNTY INFANT
Group 4
THORNLEY COUNTY INFANT
Group 4
Application forms and further details obtainable from the Director of Education, P.O. Box, County Hall, Durham, DH1 5UJ, on receipt of a foolscap stamped addressed envelope to be returned by 7th March, 1977.

GLOUCESTERSHIRE
HEAD TEACHER from 1st September 1977 for
MITTON MANOR COUNTY PRIMARY SCHOOL
Carrant Road, Tewkesbury
298 on roll, 5-11 years. Group 5
Forms and further particulars from the Chief Education Officer, Shire Hall, Gloucester. Enclose stamped addressed envelope.

HAMPSHIRE
EASTLEIGH NEW PRIMARY SCHOOL
(Proposed)
HEAD TEACHER required for this new Group 6 primary school, to open September 1, 1977.
Application forms and particulars obtainable from Area Education Officer, Southgate House, St. Swithun Street, Winchester (foolscap, stamped addressed envelope, please), returned by March 4, 1977.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
Required September, 1977:—
(a) HEAD JUNIOR SCHOOL
(Roll, 272)
Amersham Road Harold Hill, Romford RM3 9JD
HEAD TEACHER for this two-form entry Group 5 junior school.
(b) RAINHAM JUNIOR SCHOOL
(Roll, 337)
Upminster Road South, Rainham RM13 9AA
HEAD TEACHER for this two-form entry Group 5 junior school.
There is a scheme for removal expenses.
Application forms and further details (stamped addressed envelope, please) available from the Director of Educational Services, Mercury House, Mercury Gardens, Romford RM1 3DR, to be returned by Monday, February 28, 1977.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
COTTERED VOLUNTARY CONTROLLED C. OF E. J.M.I. SCHOOL,
Cottered, near Buntingford
HEAD required from September 1, 1977. Group 1 school.
Salary: £4,422 to £4,980 (including £312 supplement), plus fringe allowance £150.
Application forms and further particulars from the Divisional Education Officer, Scott House, Hagsdell Road, Hertford SG13 8BQ.

Derbyshire headship
Applications are invited from suitably qualified primary teachers for the Headship of the following school.
Allenton Nursery, Derby
40 Place Unit **GROUP 1**
Closing date 4th March, 1977
Application forms and particulars for the above posts (s.a.e. foolscap please) from the Director of Education, County Offices, Matlock, Derbyshire DE4 3AG.

ilea
Inner London Education Authority
For teaching posts in Inner London
See page 49


BOROUGH OF HARINGEY
WOODLANDS PARK CENTRE
HEAD OF CENTRE
£5,427-£5,955. Salary is Burnham Group 2, Headteacher, plus London Allowance of £402, plus a special addition of £402.
Applications are invited from qualified and experienced teachers for the post of Head of Centre of this new Nursery Centre, planned by Social Services and Education to meet the needs of the equivalent of approximately 80 full time children from the immediate vicinity of the Centre.
It is hoped that the person appointed will have wide experience with the pre-school child in both the traditional Social Services and Educational fields. The Centre is due to open after the appointment of a Head of Centre and will be open from 8 a.m. to 6 p.m. during the whole year.
Removal expenses, 100 per cent allowed.
Application forms (s.a.e.) may be obtained from the Chief Education Officer, Education Offices, Somerset Road, N.17, to whom the forms should be returned by 4th March, 1977.

Classified Advertisements

The charge for advertising in all classifications is 66p per line (minimum 3 lines).
Display in classified advertisements £3.80 per single column cm (minimum space 9.5 cm double column at £72.20).

A charge of 50p is made for Box Number facilities.

Advertisements published in the Scottish edition only will be subject to a 25 per cent discount on the above rates.

Advertisements received by Monday will be published in the following Friday's issue subject to availability of space.
Copy should be sent to:—
The Advertisement Manager,
The Times Educational Supplement,
New Printing House Square, Gray's Inn Road, London WC1X 8EZ.
by Monday for the following Friday's issue.

PRIMARY SCHOOLS

HEADSHIPS

SANDRINGHAM JUNIOR SCHOOL
Sandringham Road, London, E7 8ED
Roll : 285
Required September, 1977, or earlier if possible

HEADTEACHER
GROUP 5
BURNHAM SCALES
Plus LONDON ALLOWANCE £402
Plus ANNUAL SUPPLEMENT £312
Plus SOCIAL PRIORITY ALLOWANCE
£201 or £276

Application forms may be obtained from the undersigned and should be returned by February 25th, 1977.

Education Offices, Broadway, Stratford E15 4BH
J. S. Wilkie, M.A., Ph.D. Director of Education

LONDON BOROUGH OF NEWHAM

Education Department

Headteacher

ANNIE HOLGATE JUNIOR SCHOOL
High Leys Road, Hucknall, Nottingham

Qualified teachers are invited to apply for appointment as Headteacher of the above school.
Number on roll: 444
Salary Group: 7
Vacant: 1st September, 1977
Closing date: 4th March, 1977.

Application forms and further details may be obtained by forwarding a stamped addressed foolscap envelope to the Director of Education, County Hall, West Bridgford, Nottingham NG2 7QP.

Nottinghamshire County Council

EDUCATION DEPARTMENT
Required for September 1977:

HEADS
for

Setting Dyke Junior High School
Kilnwick Avenue, Coronation Road, Hull
Group 6 N.O.R. 361 Age Range 9-13

Grange Junior High School
Barham Road, Hull
Group 5 N.O.R. 255 Age Range 9-13

Estcourt Primary School
Estcourt Street, Hull
Group 5 N.O.R. 293 Age Range 5-9

Wybers Wood First School
Wybers Wood Estate, Grimsby
Group 5 This is a 320 place new school Age Range 5-8

Strand First School
Albion Street, Grimsby
Group 5 N.O.R. 264 Age Range 3-8

Elliston Infants' School
Bramhall Street, Cleethorpes
Group 4 N.O.R. 195 Age Range 5-7

Application forms and further details may be obtained from the Director of Education (H.Q. Schools), County Hall, Beverley (Tel. 0482 887131, Ext. 416) to whom completed forms should be returned not later than the 28th February, 1977.

Humberside County Council

PRIMARY Headships continued

ISLE OF WIGHT
COUNTY COUNCIL
RYDE R.C. (AIDED) PRIMARY SCHOOL
Warwick Street, Ryde, Isle of Wight
Age range five to nine years (76 on roll)
HEAD TEACHER
Applicants must be suitably qualified and experienced Catholic teachers for the above post at this Group 2 Aided Primary School. The appointment will be effective from 1st September, 1977, at which time the new school premises will come into operation.
Application forms and further details available from the County Education Officer, County Hall, Newport, Isle of Wight, to whom they should be returned on or before 4th March, 1977.

ISLE OF WIGHT
COUNTY COUNCIL
SANDOWN BROADWAY COUNTY PRIMARY SCHOOL
Age range 5 to 9 years (92 on roll)
The Broadway, Sandown, Isle of Wight
HEADTEACHER
Applicants must be suitably qualified and experienced TEACHERS for the above post at this group 3 Primary School. Appointment is effective from September 1, 1977.
Application forms and further details available from the County Education Officer, County Hall, Newport, to whom they should be returned on or before March 4, 1977.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GILLINGHAM DIVISION
APPOINTMENT OF HEAD TEACHER
GILLINGHAM TWYDALL COUNTY PRIMARY JUNIOR SCHOOL
Group 6
(Roll: 371)
Purpose built physically handicapped unit attached. Appointment to take effect from 1st September, 1977. Application forms and further particulars from Divisional Education Officer, Municipal Buildings, Gillingham, Kent to whom they should be returned by 4th March.

THANET DIVISION
APPOINTMENT OF HEAD TEACHER
BROMSTONE COUNTY PRIMARY SCHOOL
Group 5
(Roll: 249)
Appointment to take effect from April 1977 or as soon as possible thereafter. Application forms and further particulars from Divisional Education Officer, Denemount, The Vale, Broadstairs, CT10 2YZ.

TUNBRIDGE WELLS DIVISION
APPOINTMENT OF HEAD TEACHER
CRANBROOK C. OF E. PRIMARY SCHOOL
Group 6
(Roll: 387)
Appointment to take effect from April 1977 or as soon as possible thereafter. Application form and further particulars from Divisional Education Officer, 39 Grovehill Road, Tunbridge Wells, to whom they should be returned by 28th February 1977.

LEICESTERSHIRE
BOOTH WOOD PRIMARY SCHOOL
Loughborough, near Leicester
Opened 1971
HEAD required August. Approximately 230 children. Group 5. Vacancy due to appointment of present Head to another Headship. Details on request.
Apply (no forms) with full particulars and names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester LE3 8RF, by 1st March (stamped addressed envelope).

LEICESTERSHIRE
MERCENFELD PRIMARY SCHOOL
Markfield, near Leicester
HEAD required August. Approximately 300 children. Group 5. Vacancy due to retirement of present Head. Details on request.
Apply (no forms) with full particulars and names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester LE3 8RF, by 1st March (stamped addressed envelope).

LEICESTERSHIRE
HEADSHIP
SWANNINGTON C.E. (CONTROLLED) PRIMARY SCHOOL
Near Coalville, Leics
HEAD required August. Approximately 60 children. Group 2. Vacancy due to retirement of present Head. Details on request.
Apply (no forms) with full particulars and the names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester LE3 8RF, by March 8. (Stamped addressed envelope.)

LONDON W.2
ST. JAMES' & ST. MICHAEL'S CHURCH OF ENGLAND PRIMARY SCHOOL,
Craven Terrace, London, W2
Applications are invited for the post of HEAD TEACHER (Group 5). Communicant of the Church of England preferred.
Application form and further particulars from the Clerk to the Managers, 66 St. Michael's Street, London, W2. Closing date for applications 12th March.

NORTHAMPTONSHIRE
EDUCATION DEPARTMENT
EARLS BARTON COUNTY JUNIOR SCHOOL
Group 5
Appointment of HEADTEACHER
Applications are invited from suitably qualified and experienced TEACHERS for the HEADSHIP of this well-established junior school which has 318 pupils on roll.
The appointment will be from September, 1977. Closing date: 4th March.
Details and forms (stamped addressed envelope) from the County Education Officer (Ref. VC), Northampton House, Northampton NN1 2HX.

NORTHAMPTONSHIRE
EDUCATION DEPARTMENT
MOULTON COUNTY PRIMARY SCHOOL
Group 5
Appointment of HEAD TEACHER
Required September experienced above school (Roll 324). The vacancy is due to the retirement of TEACHER for the HEADSHIP of the present Headmaster. The school serves a former village which in recent years has been expanded as nearby Northampton has grown.
Closing date: 4th March.
Details and forms (stamped addressed envelope) from County Education Officer (Ref VC), Northampton House, Northampton.

NORTH YORKSHIRE
(County of)
Applications are invited from suitably experienced TEACHERS for the following post:
HEAD TEACHER
COUNTY PRIMARY SCHOOL
(Group 5)
Haxby, York (new school)
Send stamped addressed envelope for form. Completed forms required within fourteen days of this advertisement. County Education Officer, County Hall, Northallerton.

NORTH YORKSHIRE
(County of)
Applications are invited from suitably experienced TEACHERS for the following post:
HEAD TEACHER
SALTERGATE COUNTY PRIMARY SCHOOL
(Group 5)
Harrogate (New School)
Send stamped addressed envelope for form. Completed forms required within fourteen days of this advertisement, County Education Officer, County Hall, Northallerton.

NORTH YORKSHIRE
(County of)
Applications are invited from suitably experienced TEACHERS for the following post (available September):
HEAD TEACHER
TANG HALL COUNTY INFANT SCHOOL
(Group 5)
York
Send stamped addressed envelope for form. Completed forms required within 14 days of this advertisement. County Education Officer, County Hall, Northallerton.

POWYS
COUNTY COUNCIL
EDUCATION COMMITTEE
LLANSPYDDID C.P. SCHOOL
(Nr. Brecon)
Required for September 1, 1977, qualified HEAD TEACHER—Group 1. (Ref. 7/8/77). School house available if required.
Application forms and further particulars obtainable from the undersigned to whom completed forms should be returned by March 10, 1977.
Robert W. Bevan, Director of Education, Education Department, Powys County Hall, Llandrindod Wells, Powys.

ST. HELENS
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
PRIMARY SCHOOLS
HEADTEACHER
ST. ANNE'S R.C. (AIDED) INFANTS' SCHOOL
(Group 4)
A nursery unit is to be added to the school this year.
Applications to be returned to The Rev. Father A. Lane, C.P., St. Anne's Retreat, Monastery Lane, Sutton, St. Helens by 28th February, 1977.

DEPUTY HEADTEACHER
RECTORY C.E. (AIDED) PRIMARY SCHOOL
(Group 5)
Applications to be returned The Rev. E. Eston, The Rectory, Ashton-in-Makerfield, Nr. Wigan. Closing date for applications 23rd February, 1977. These posts should take effect from September 1, 1977.
Application forms and further details are available from the Director of Education, Education Department, Century House, Hardshaw Street, St. Helens, Merseyside WA10 1RN.

SANDWELL
(Metropolitan Borough of)
EDUCATION DEPARTMENT
MOAT FARM JUNIOR SCHOOL
Brookfields Road, Oldbury, Warley, West Midlands
Required for September, 1977: HEAD TEACHER, Group 7.
Application forms and further details available from and returnable to Director of Education, Education Offices, P.O. Box 41, Highfields, High Street, West Bromwich B70 8RD.
Closing date: 21st March, 1977.

SHROPSHIRE
EDUCATION COMMITTEE
CLUN C.E. (AIDED) PRIMARY SCHOOL
HEADSHIP (Group 2)
Applications are invited from Active Communicants of the Church of England.
A house is available with the post.
Forms and further details (send stamped addressed envelope) from: County Education Officer, Shirehall, Abbey Foregate, Shrewsbury, to whom they should be returned by 7th March, 1977.

SUFFOLK
COUNTY COUNCIL
Applications are invited from suitably qualified and experienced TEACHERS for the following post:
HEADMASTER/HEADMISTRESS
MORLAND COUNTY PRIMARY SCHOOL
Ipswich
(Roll: 260)
(Group 5)
(Age range 5 to 11 years).
Application forms and further details obtainable from the County Education Officer, Education Office, Grimwade Street, Ipswich (stamped addressed envelope, please), to be returned by February 26, 1977.

WARWICKSHIRE
APPOINTMENT OF HEAD
KINGSBURY FIRST SCHOOL
Church Lane, Kingsbury, Tamworth, Staffs
Applications are invited from suitably qualified and experienced teachers for the post of Head of this Group 4 School (193 on roll), with effect from September 1977.
On receipt of a stamped addressed envelope, application forms and further details may be obtained from the County Education Officer, 22 Northgate Street, Warwick CV34 4SR, to whom completed forms should be returned by 4th March 1977.

NORFOLK COUNTY COUNCIL
Education Department

HEADS required for

(1) Terrington St. Clement Marsh C.P. School (Group 1)
(2) Wroughton Infant School, Gorleston (Group 5)
Application forms and further details ONLY by sending a stamped addressed foolscap envelope to the County Education Officer, County Hall, Norwich NR1 2DL.
Closing date March 7.
Removal expenses payable in accordance with the Authority's scheme.

DEPUTY HEAD for

Greenacre Junior School, Gt. Yarmouth (Group 4)
Application forms and further details ONLY by sending a stamped addressed envelope to the Area Education Officer, 22 Euston Road, Gt. Yarmouth.
Closing date March 7.
Removal expenses payable in accordance with the Authority's scheme.

Derbyshire
headships

Applications are invited from suitably qualified primary teachers for the Headship of the following schools.

St. Annes RC Primary School, Buxton 250 Children — GROUP 5
St. Mary's RC Primary School, Chesterfield 330 Children — GROUP 5
Draycott Primary School, near Derby 270 Children — GROUP 4
South Wingfield Primary School, near Alfreton 106 Children — GROUP 3

Closing date 4th March, 1977

Application forms and particulars for the above posts (s.a.e. foolscap please) from the Director of Education, County Offices, Matlock, Derbyshire DE4 3AG.

ESSEX COUNTY COUNCIL

Welshwood Park County Primary School
Colchester—RE-ADVERTISEMENT
(Accommodation 280) Group 5

North County Primary School
John Harper Street, Colchester
(Roll 303) Group 5

Kirby-le-Soken County Primary School
Halstead Road, Kirby Cross, Frinton on Sea
(Roll 181) Group 4

HEADS

for these Junior Mixed and Infants Schools from 1 September, 1977.
Closing date: 11th March, 1977.
Application forms and further details of these posts may be obtained from the County Education Officer, P.O. Box 47, Market Road, Chelmsford.

Shropshire
Education Committee
Harlescott Grange County Junior School, Shrewsbury

Headship
(Group 6)

Applications and further details (Send S.A.E.) from:
County Education Officer,
Shirehall,
Abbey Foregate,
Shrewsbury, SY2 6ND.
to whom they should be returned by 8th March, 1977.

Salop County Council

PRIMARY Headships continued

WARWICKSHIRE
APPOINTMENT OF HEAD
LONG COMPTON JUNIOR AND INFANT SCHOOL
Long Compton, Shipston-on-Stour
Applications are invited from suitably qualified and experienced TEACHERS for the post of HEAD of this Group 2 school (65 on roll), with effect from September 1977.
On receipt of a stamped addressed envelope, application form and further details may be obtained from the County Education Officer, 22 Northgate Street, Warwick CV34 4SR, to whom completed forms should be returned by February 25, 1977.

WARWICKSHIRE
WHEELWRIGHT LANE [illegible] SCHOOL
Wheelwright Lane, Exhall, Coventry
[illegible] invited from suitably qualified and experienced TEACHERS for the post of HEAD of this Group [illegible] School [illegible] on roll, with effect from September 1977.
On receipt of a stamped addressed envelope, application forms and further details may be obtained from the County Education Officer, 22 Northgate Street, Warwick, CV34 4SR, to whom completed forms should be returned by 25th February, 1977.

WEST SUSSEX
COUNTY COUNCIL
MID-SUSSEX AREA
ST. MARY'S C. of E. AIDED PRIMARY School, Pulborough
Group 3
HEADTEACHER required September, 1977 for village school catering for [illegible] children aged 5-11. Active communicant member of Church of England preferred.
Form and details from Education Officer, St. Church Road, Burgess Hill RH15 9AT, on receipt of foolscap stamped addressed envelope.

WILTSHIRE
HEADTEACHERS are required for September, 1977, for the following schools
ALDBOURNE ST. MICHAEL'S C.E. AIDED J. & I. SCHOOL
Number on roll 189, Group 4
SHALBOURNE C.E. CONTROLLED PRIMARY SCHOOL
Number on roll 70: Group 2
BISHOP CANNINGS C.E. AIDED PRIMARY SCHOOL
Number on roll 118, Group 3
Please note that in the case of Bishop Cannings and Aldbourne, St. Michael's, applicants must be active communicant members of the Church of England.
Further details and application forms for all these posts are obtainable from the Chief Education Officer, County Hall, Trowbridge on receipt of a stamped addressed envelope. The closing date is 4th March, 1977.

Deputy Headships Senior Masters/ Mistresses

BARKING
(London Borough of)
GODWIN JUNIOR SCHOOL
(Roll 3[illegible])
Required for September 1977 — DEPUTY HEAD TEACHER, Group 5. Applications are invited from good all-round class teachers with experience of providing individual and group work for children within mixed ability classes. The successful candidate would be required to work closely with the Head Teacher in developing the curriculum throughout the school. A genuine interest in working with younger juniors would be welcome.
Salary range £3,750 to £[illegible] plus £[illegible] supplement. Social Priority Schools Allowance.
London Addition £402 per annum. Reimbursement of removal expenses in approved cases.
Application forms (stamped addressed envelope) available from the Deputy Chief Education Officer, Town Hall, Barking, returnable by 3rd March, 1977.

DEVON
[illegible] DAMEREL JUNIOR SCHOOL
Somerset Place, Stoke, Plymouth
Group 5
Applications are invited from suitably qualified and experienced TEACHERS for appointment as DEPUTY HEAD TEACHER of this Group 5 Junior Mixed School April or September appointment.
Application forms and details from Headmaster (stamped addressed envelope) returnable to him within 14 days.

DORSET
WIMBORNE COUNTY FIRST SCHOOL
School Lane, Wimborne
Appointment of DEPUTY HEAD TEACHER (Group 4)
Number on roll 220
Required September, 1977. DEPUTY HEAD TEACHER for this school for children age 5-9 years. Assistance with removal and legal expenses.
Application forms and further particulars from the Staffing Officer on receipt of stamped addressed envelope, Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth BH2 6LR, to be returned by March 4, 1977.

GLOUCESTERSHIRE
DEPUTY HEAD TEACHER from 1st September 1977 for LAKESIDE JUNIOR SCHOOL Hatherley Road, Cheltenham (270 on roll (Group 5)
Experience in developing Resources Centre and Integrated Studies desirable, but candidates should state special interests.
Forms from and returnable to the Head Teacher. Enclose foolscap stamped addressed envelope.

HARINGEY
(Borough of)
Required for April 1977, or as soon as possible thereafter — HORNSEY [illegible] INFANTS SCHOOL
Falkland Road, N8 0NU
Applications are invited for the post of DEPUTY HEAD TEACHER (Burnham Group 5). The school has been designated one of social priority and an additional allowance of £201–£276 per annum is payable.
London allowance £402 payable. Removal expenses, 100 per cent allowed.
Application forms (stamped addressed envelope) may be obtained from the Chief Education Officer, Education Offices, [illegible] N.17, to whom the forms should be returned by 4th March, 1977.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
ST. ANDREW'S C.E. PRIMARY SCHOOL
Calton Avenue, Hertford
DEPUTY HEAD (Group 5) required September for this well-established school. A suitably qualified and experienced teacher able to offer a major area in the curriculum.
Application forms and further details available from the Divisional Education Officer, Scott House, Hagsdell Road, Hertford. (Telephone: Hertford 55242 extension 56581.)

HERTFORDSHIRE
COUNTY COUNCIL
NORTH HERTS DIVISION
STONEHILL J.M. & I. SCHOOL
Western Close, Letchworth SG6 4SZ
(Group 5)
DEPUTY HEAD required September 1977 for this expanding open-plan J.M. and I. school opened September, 1975.
Applicants should be experienced energetic and enthusiastic teachers who will contribute in a co-operative teaching situation.
Further details obtainable from the Head to whom applications should be submitted with names of 2 referees.

KIRKLEES
METROPOLITAN COUNCIL
MOUNT PLEASANT INFANT AND NURSERY SCHOOL
Victoria Road, Lockwood, Huddersfield
Applications are invited from suitably experienced TEACHERS for the DEPUTY HEADSHIP of this Group 4 school catering for the age range three to seven years. The appointment will be for September, 1977.
Application forms and further particulars (stamped addressed envelope, please) from the Director of Educational Services, Oldgate House, 2 Oldgate, Huddersfield HD1 6QW to whom completed forms should be returned by 4 March 1977.

LEICESTERSHIRE
DEPUTY HEAD required at the following new Primary School opening August 1977.
BLABY NEW PRIMARY SCHOOL (Provisional Group 4)
Details on request.
Apply (no forms) with full particulars and names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester LE3 8RF by March 1 (stamped addressed envelope).

LEICESTERSHIRE
DEPUTY HEADSHIP
MARTINSHAW PRIMARY SCHOOL
Forest Rise, Groby, Leicester
DEPUTY HEAD required August. Approximately 260 children. Group 5. Vacancy due to the appointment of present Deputy to a Headship.
Details from the Head, Mr. G. K. Heath.
Apply (no forms) with full particulars and names and addresses of two referees, to the Head by March 1 (stamped addressed envelope).

NEWCASTLE UPON TYNE
CITY OF
EDUCATION COMMITTEE
DINNINGTON FIRST SCHOOL
Appointment of DEPUTY HEAD TEACHER (Group 3)
Required for September, 1977, a suitably qualified and experienced [illegible] for appointment to the post of DEPUTY HEAD TEACHER (Group 3) of this county first school of approximately [illegible] pupils.
The school is in Group 3 for salary purposes i.e. within the range £3,[illegible] to £3,[illegible] per annum.
Application forms and further particulars, obtainable from the Director of Education, Civic Centre, Newcastle upon Tyne, NE1 8PU, should be completed and returned to this Department within 14 days of the appearance of this advertisement.

NEWCASTLE UPON TYNE
CITY OF
EDUCATION COMMITTEE
WALKERGATE JUNIOR SCHOOL
Appointment of SECOND MASTER/MISTRESS
(Deputy Head Group 7)
Re-advertisement
Required for 1st September, 1977, a suitably qualified and experienced TEACHER for appointment to the post of SECOND MASTER/MISTRESS (Deputy Head Group 7) of this county junior school for approximately 600 boys and girls between the ages of 7 and 11 years.
The school is in Group 7 for salary purposes, i.e., within the range £5,032 to £5,678 per annum.
Previous applicants need not re-apply.
Application forms and further particulars, obtainable from the Director of Education, Civic Centre, Newcastle upon Tyne NE1 8PU, should be completed and returned to this Department within 14 days of the appearance of this advertisement.

NEWHAM
(London Borough of)
PRIMARY SCHOOLS
DEPUTY HEADSHIPS
DERSINGHAM INFANT SCHOOL
Dersingham Avenue, London E12 5QJ
(Roll: 144)
Required September 1977 or earlier if possible
DEPUTY HEAD TEACHER. Group 4. Burnham Scales, plus London allowance, £402, plus annual supplement, £312.
Application forms may be obtained from the undersigned and should be returned by 4th March, 1977.
J. S. Wilkie M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.

NEWHAM
(London Borough of)
ST. ANTONY'S R.C. JUNIOR SCHOOL
Group 6
Upton Avenue, Forest Gate, E 7
475 on Roll
Head Teacher, Mr. H. [illegible] Joyce
Required September, 1977.
DEPUTY HEAD TEACHER
Due to the retirement of the present holder of the post, applications in writing are invited from suitably qualified experienced teachers who must be practising Catholics and hold the Catholic teachers' certificate in Religious Education.
The successful candidate will combine the duties of Deputy Head Teacher with those of Class Teacher and will be expected to take an active interest in all aspects of school life and to cooperate fully where the activities of school and parish overlap.
Visits to the school welcomed by appointment.
Application forms may be obtained from the undersigned and should be returned to the Reverend Father Gordon Clifford, O.F.M., The Friary, St. Antony's Road, Forest Gate, E 7, and to be returned not later than 15th April, 1977.
Burnham Scales plus London Allowance—£402, plus Annual Supplement—£312.
J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.

SHROPSHIRE
EDUCATION COMMITTEE
Primary teaching vacancy for April 1977
DEPUTY HEAD, Group 6.
OSWESTRY C.E. JUNIOR SCHOOL, Beech Grove, Oswestry.
DEPUTY HEAD required. Closing date 28th February, 1977.
Send stamped addressed envelope for application form to County Education Officer, Shirehall, Abbey Foregate, Shrewsbury, Shropshire.

WILTSHIRE
DEPUTY HEADSHIP
HARNHAM C.E. JUNIOR SCHOOL
Salisbury, Wilts
Number on roll 270 Group 5
DEPUTY HEAD required for September, 1977.
Further details and application form obtainable from Mrs S. A. Gent, 109 Bouverie Avenue South, Salisbury, Wilts (stamped addressed envelope, please). Closing date 4th March, 1977.

Other Posts on Scale 2 and above

BRENT
(London Borough of)
DONNINGTON JUNIOR (MIXED AND INFANTS) SCHOOL
Uffington Road, NW10
(Roll 274)
Required from Summer Term — Suitably qualified TEACHER for RECEPTION CLASS. Scale 2 post available for suitable applicant. The school, which is situated in very pleasant surroundings, was opened in 1972.
London allowance of £402 per annum is payable and there is a scheme for assistance with removal expenses including legal fees, etc., travelling and lodging allowances.
Candidates should apply by letter to the Head of the school within seven days giving age, present post, qualifications, experience and referees.

DURHAM
COUNTY COUNCIL
POSTS OF SPECIAL RESPONSIBILITY
Applications are invited from suitably qualified and experienced TEACHERS for the following posts of Special Responsibility —
DEPUTY HEAD TEACHER
DURHAM ST. GODRIC'S R.C. (AIDED)
Junior Mixed and Infant—Group 4
Area Education Office, Room 3.05, County Hall, Durham.
ASSISTANT TEACHER
Salary Scale 2
BURDON'S LANE NURSERY
Darlington
Must have good knowledge of three to five-year-olds, and be able to lead a team of one other qualified teacher and two/three qualified Nursery Assistants.
Area Education Office, Craig Lea, Uplands Road, Darlington
FRONTMOOR COUNTY INFANT
Darlington
Responsibility for MUSIC
Area Education Office, Craig Lea, Uplands Road, Darlington
DAWDON COUNTY INFANT
Responsibility for Audio-Visual Aids.
Area Education Office, Education Office, Seaside Lane, Easington, Peterlee.
Application forms, obtainable from the Area Administrative Officer at the address shown, on receipt of a foolscap stamped addressed envelope, to be returned by 7th March, 1977.

EAST SUSSEX
MEECHING VALLEY C.P. SCHOOL
Newhaven
Required from April, INFANT TRANSITION TEACHER to help coordinate work in upper infants. Scale 2 post. Music desirable.
Scheme of relocation grants available in approved cases.
Application forms from Area Education Officer, 43 St Annes Crescent, Lewes (foolscap stamped addressed envelope) returnable to the Headmaster, Meeching Valley C.P. School, Valley Road, Newhaven, by return of post.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
DUNNINGFORD JUNIOR SCHOOL
(Roll 360)
Upper Rainham Road, The Park, Hornchurch RM12 5JD
Required September 1977
Experienced TEACHER to be responsible for PHYSICAL EDUCATION and GAMES (including football) throughout the School. Experience with Visual and Aural Aids an advantage. Excellent specialist facilities include a three and a half acre playing field upon which there is a football pitch, a concrete cricket table and a first class pavilion. Scale 3 post available for suitable candidate.
There is a scheme for removal expenses.
Application forms (stamped addressed envelope, please) available from the Director of Educational Services, Mercury House, Mercury Gardens, Romford RM1 3DR, to be returned by Monday, 28th February, 1977.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
ST. PAUL'S R.C. J.M.I. SCHOOL
Park Lane, Cheshunt
TEACHER for Infant Unit (practising Catholic) required from commencement of Summer Term, 19th April, 1977. Possibility of Scale 2 for suitably qualified and experienced person.
Details and application forms from Headmaster (Waltham Cross 3[illegible]).

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from Qualified TEACHERS for the following posts GENERAL SUBJECTS in addition to any other qualifications mentioned. Unless otherwise stated, schools admit the full Infant and Junior age range and are County Schools.
Applications for specific posts should be submitted on Form T.1 to the Head Teacher at the address shown, unless otherwise stated. General applications should be submitted to the Divisional Education Officers.

SWALE DIVISION
ST. PETER'S R.C. PRIMARY SCHOOL
Wei Ridge, Sittingbourne
Required for September, 1977 ASSISTANT TEACHER for MIDDLE JUNIORS. Music an advantage. Scale 2 post for suitable applicant.
Application forms from Divisional Education Officer, County Offices, Avenue of Remembrance, Sittingbourne, to be returned by 7th March, 1977.

SHEPWAY DIVISION
ALL SOUL'S C.E. PRIMARY (CONTROLLED) SCHOOL
Stanley Road, Folkestone, Kent
Present roll 231
ASSISTANT TEACHER required for Top Infants, September, 1977. Music desirable.
Scale 2 post.
Applications to Head Teacher (stamped addressed envelope, please).
Closing date 31st March, 1977.

LINCOLNSHIRE
ASSISTANT TEACHER
GAINSBOROUGH, CHARLES BAINES COUNTY PRIMARY SCHOOL
Burnham Scale 2 £2,967 to £4,524
Experienced TEACHER required from April 1977 for 4th year Juniors to be responsible for football, cricket and athletics. Scale 2 available for suitable applicant.
Application forms on receipt of stamped addressed envelope from the Headmaster at the School, Baines Road, Gainsborough, Lincs, to be returned by March 4, 1977.

LINCOLNSHIRE
NORTH HYKEHAM, FEN LANE COUNTY PRIMARY SCHOOL
Burnham Scale 2 £2,967 to £4,524 (No. on roll 280)
ASSISTANT TEACHER required from September 1977 for Lower Juniors. Ability to teach Music and Craft an advantage. Scale 2 available for suitable applicant.
Previous applicants will be considered and need not reapply.
Application forms on receipt of stamped addressed envelope available from the Headmistress at the School, Fen Lane, North Hykeham, Lincoln. Closing date: March 4, 1977.

NEWHAM
(London Borough of)
[illegible] JUNIOR SCHOOL
(Roll [illegible])
[illegible] Road, E.16
Experienced TEACHER required to develop and coordinate the programme for the teaching of Mathematics throughout the school. Scale [illegible].
Required Easter or as soon as possible thereafter.
Application forms may be obtained from, and return to, the undersigned immediately.
Burnham Scales plus Social Priority Allowance £201 or £276 plus London Allowance £402 plus Annual Supplement £312.
J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
Required for September, 1977:
ST. STEPHEN'S C.E. J. & I. SCHOOL
Scale 3 Infants. To coordinate work of Infant Teams for both the Main School and Annexe.
Application forms and further details available from the Director of Education, Education Offices, St. John's Square, Wolverhampton WV2 4DB, to whom they should be returned within 10 days of this advertisement. (Stamped addressed envelope, please.)

V.S.O. is recruiting experienced Primary Teachers for demanding posts in developing countries. A limited number of challenging vacancies exist in Jamaican schools and in Mobile Teacher Training programmes in Nigeria. Volunteer terms of service, with payment of N.I. and superannuation. Minimum service two years. Married couples welcome to apply provided both have relevant skills and no dependent children. For further details and application forms contact Voluntary Service Overseas (Ref. RB/1), 14 Bishop's Bridge Road, London, W2 6AA. Tel. 01-262 2611.

Remedial Posts

CROYDON
(London Borough of)
READING AND LANGUAGE DEVELOPMENT CENTRE
Coombe [illegible], Chichester Road, Croydon CR0 5DT
Telephone 01-688 [illegible]
Tenable 1st September, 1977
An experienced Primary School TEACHER with a keen interest in all aspects of children's literature is required to join a team of Advisory Teachers at the Reading and Language Development Centre.
The person appointed will be expected to accept responsibility for the selection, ordering and organisation of published materials in the area of reading and language development. The person should be a car user since visits to schools are part of the everyday work of the centre. Further information may be obtained from Mrs. C. Williams at the centre.
Salary: Burnham Scale 3 with London Area allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope for application form from and returnable to the Head Teacher at the above address as soon as possible.

Scale 1 Posts

BERKSHIRE
OUR LADY OF PEACE RC FIRST SCHOOL
Derwent Drive, Slough SL1 6HW
(Roll 191)
For April —
Part-time TEACHER (.8) for 7 to 8-year-olds (one term in the first instance). Hours to be arranged at interview.
Applicants must be practising Roman Catholics.
London Fringe Allowance £150, pro rata.
Application forms obtainable from the Headmistress. Closing date: March 7.

BUCKINGHAMSHIRE
BEACONSFIELD/CHILTERN DIVISION
ST. MARY'S CHURCH OF ENGLAND VOLUNTARY AIDED COMBINED SCHOOL
School Lane, Amersham HP7 0EL
Number on Roll 308. Group 5
Applications are invited from suitably qualified and experienced TEACHERS who are also practising communicant members of the Church of England for the HEADSHIP of St. Mary's Church of England Voluntary Aided Combined School at Amersham, boys and girls, 5-12 (Group 5) from September 1, 1977. London area fringe allowance of £150 per annum in addition to Burnham salary.
Removal expenses up to £150 payable in approved cases.
Further details and application forms from the Correspondent, Mr. J. W. Jackman, "Woodlands", the Rise, Amersham, or from the Divisional Education Officer, 26 London Road West, Amersham. Previous applicants need not re-apply. Completed applications should be returned by March 18, 1977, to the Chairman of Managers, the Reverend A. Campbell, "Beaumont", Hervines Road, Amersham, Buckinghamshire.

CANTERBURY
KENT COLLEGE JUNIOR SCHOOL
Vernon Holme, Harbledown
Required in September:
A RESIDENT MASTER for this I.A.P.S. boys' boarding school (age 8-13). General subjects, but a particular interest in Natural History would be welcome. Salary above Burnham.
Apply to the Headmaster giving qualifications and names of referees.

CROYDON
(London Borough of)
CASTLE HILL JUNIOR SCHOOL
Dudley Drive, New Addington, Croydon CR0 0RT
Telephone: Lodge Hill 43148
Tenable 19th April, 1977
A temporary TEACHER for the summer term required for a fourth-year class.
Salary: Burnham Scale 1 with London Area allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope for application form from and returnable to the Head Teacher at the above address as soon as possible.

DUDLEY
(Metropolitan Borough)
LAPAL PRIMARY SCHOOL
Priory Road, Halesowen
(Group 5, 375 on roll)
Required for April 26, 1977: experienced temporary TEACHER for 8 to 9-year-olds. Interest in Music an advantage.
Application forms from and returnable to the Chief Director of Education, 2 St. James's Road, Dudley, West Midlands DY1 1HU (stamped addressed envelope).

HAMPSHIRE
HOUGHWICK C.E. JUNIOR AND INFANT SCHOOL
Rotherwick, Basingstoke
(Number on Roll 45)
Required for September, 1977. TEACHERS for Infants Scale 1.
Letters of application to Head.

HAMPSHIRE
ST. BERNADETTE'S R.C. (AIDED) PRIMARY SCHOOL
The Bourn Close, Prospect Road, Farnborough
Required for April 1977
TEACHER for Juniors, Scale 1, able to teach Catholic faith, suitable for newly qualified teachers.
Letter of application nominating two referees, to Headmaster.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from Qualified TEACHERS for the following posts GENERAL SUBJECTS in addition to any other qualifications mentioned. Unless otherwise stated, schools admit the full Infant and Junior age range and are County Schools.
Applications for specific posts should be submitted on Form T.1 to the Head Teacher at the address shown unless otherwise stated. General applications should be submitted to the Divisional Education Officers.

GILLINGHAM DIVISION
BYRON C.P. JUNIOR SCHOOL
Gillingham
TEACHER required Temporary appointment for one term only, Summer Term, 1977.
Application forms available on receipt of stamped addressed envelope from Divisional Education Officer, Municipal Buildings, Gillingham, Kent to whom they should be returned by 2nd March, 1977.

TUNBRIDGE WELLS DIVISION
SHERWOOD PARK INFANTS SCHOOL
Greggswood Road, Tunbridge Wells
(Roll 210)
TEACHER of INFANTS required from September. Post would be suitable for newly qualified teacher.
Application forms available from and returnable to the Headmistress.

KIRKLEES
BIRDSEDGE FIRST SCHOOL
Penistone Road, Birdsedge, Huddersfield HD8 8XR
Required for Easter 1977, a TEACHER (Scale 1) for a class of 5-6 year old children. Ability to play piano an advantage.
Application forms (stamped addressed envelope, please) obtainable from the Director of Educational Services, Oldgate House, 2 Oldgate, Huddersfield HD1 6QW.

LINCOLNSHIRE
SUTTON ON SEA COUNTY PRIMARY SCHOOL
Sutton-on-Sea, Mablethorpe, Lincolnshire LN12 2HU
(Group 4, number on roll 191)
ASSISTANT TEACHER required for April or September for Infants or Lower Juniors. Music an advantage. Scale 1 (possibility of Scale 2).
Stamped addressed envelope to Headmaster for application form and further details.
Closing date March 4, 1977.

NORTH YORKSHIRE
(County of)
SCARBOROUGH AREA
EDUCATION OFFICE
RUSWARP C. OF E. PRIMARY SCHOOL
Required from September, experienced Infant TEACHER for village school, mixed age group 5-7. Ability to play piano an advantage.
Stamped addressed envelope for application form to Area Education Officer, Education Offices, Huntriss Row, Scarborough, to be returned there completed as soon as possible.

POWYS
COUNTY COUNCIL
EDUCATION COMMITTEE
LLANGORSE C.P. (CONTROLLED) SCHOOL
near Brecon
Required for 1st September, 1977, or earlier if possible, a qualified ASSISTANT TEACHER for UPPER INFANTS/LOWER JUNIORS, and who is a music enthusiast able to take singing, instrumental work and orchestra throughout the school. Scale 1 post. (Ref. 1/8/77.)
Application forms obtainable from the undersigned to whom completed forms should be returned by 2nd March, 1977.
Robert W. Bevan, Director of Education, Education Department, Powys County Hall, Llandrindod Wells, Powys.

SURREY
GUILDFORD HIGH SCHOOL
(Church Schools Company)
London Road, Guildford, Surrey GU1 1SJ
Required in September —
Well-qualified and enthusiastic class teacher, to work in a thriving department which includes a team of visiting instrumental teachers. Music is a curriculum subject throughout the school to 'A' level; there are several choirs and orchestras, a wind-band and opera group.
The successful applicant must be a good pianist and would teach mainly in the Junior School (ages 5 to 11) with some Senior School work in addition.
Apply by letter to the Headmistress giving any second teaching subject, full curriculum vitae and the names of two referees.

WEST SUSSEX
COUNTY COUNCIL
MID-SUSSEX AREA
General applications are now being accepted for full-time Scale 1 posts only in the Mid-Sussex Area, for Summer and Autumn Terms, 1977, commencing April 20, and September 1 (please state which is applicable).
Form and details from Education Officer, 58 Church Road, Burgess Hill, RH15 9AT, on receipt of foolscap stamped addressed envelope.

WILTSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
HIGHWORTH, WESTROP C.P. SCHOOL
Highworth, Swindon
Group 6, No. on roll 330
Qualified TEACHER, Scale 1, for Infants required as soon as possible. Musician preferred.
Letter of application to: Mr. D. J. Tonner, Headmaster. Further details available on receipt of stamped addressed envelope.

Middle School Education

Headships

DORSET
HEADTEACHER required from September, 1977 or January 1978 at Dorchester St. Osmund's C.E. (Aided) Junior School (Group 5) to become an (Aided) Middle School (9 to 13) (Group 6, 450 places, probably in 1980).
Applicants must be active communicant members of the Church of England.
Assistance with removal and legal expenses. For application form (to be returned by March 2) and further details send foolscap stamped addressed envelope to the Education Staffing Officer, County Hall, Dorchester, Dorset.

County of Cleveland

PRIMARY SCHOOLS

DEPUTY HEAD TEACHER (Group 4)
SACRED HEART R.C. JUNIOR SCHOOL, Ayresome Street, Middlesbrough, Cleveland, TS1 4NP
Required for Easter, 1977, or as soon as possible, a suitably qualified and experienced teacher.
Forms of application obtainable from and returnable to Rev. M. Crowley, Sacred Heart Presbytery, Park Road South, Middlesbrough, Cleveland, not later than 4th March, 1977.

SCALE 2 POST
LISTER STREET JUNIOR SCHOOL, Lister Street, Hartlepool, Cleveland
Required for Easter, 1977, or as soon as possible a teacher for lower Juniors to liaise with the Infant School on the same site, and to be responsible for the development of Religious Education in the School.

SCALE 2 POST
SIR Wm WORSLEY INFANT SCHOOL, St. George's Road, Grangetown, Middlesbrough, Cleveland, TS6 7JA
Required for September, 1977, a suitably qualified and experienced Infant teacher to lead in a major area of the curriculum.
Financial assistance with household removal expenses is available in approved cases.
Application may be made by letter or on application forms obtainable from the Head Teachers at the addresses shown above. Applications made by letter should include detailed information regarding education, training, qualifications and experience, together with the names and addresses of three referees.
Letters of application and completed application forms should be submitted direct to the Head Teachers within 14 days of the appearance of this advertisement, unless otherwise stated.

SECONDARY
Remedial Posts
continued

HILLINGDON
(London Borough of)
VYNERS SCHOOL
Warren Road, Ickenham, Uxbridge, Middlesex UB10 8AB
(Number on Roll: 885 to 195 in Sixth Form)
Headmaster: D. C. Best B.A.
HEAD of REMEDIAL DEPARTMENT Required for September, 1977, experienced TEACHER to be HEAD of the REMEDIAL DEPARTMENT, Scale 4.
The school is a four form entry mixed grammar school which is due to receive its first five form non-selective intake in September and it is hoped to appoint a person who will be able to plan, establish and develop the work of the Department, build up a close relationship with other departments, and advise existing staff on the teaching of children of lower ability.
Application forms and further information about the school and the post may be obtained from the Headmaster at the School.
London Allowance payable.
75 per cent removal expenses in appropriate cases and some assistance with temporary accommodation may be possible.

LONDON, W.6
SACRED HEART HIGH SCHOOL
212 Hammersmith Road, W.6
(Roman Catholic girls secondary school, roll 660)
HEAD of REMEDIAL EDUCATION required September. This school will take its first non-selective intake in September and the Governors invite applications from experienced secondary teachers with TORLADC or similar training.
The successful candidate will be expected to establish and develop a remedial department and to support the staff in their classroom work with the slow learner.
Scale 3 for suitably qualified applicant.
Apply in first instance to the Headmistress with the names of 2 referees.

NEWHAM
(London Borough of)
COMPREHENSIVE SCHOOLS
SCALE 3 POSTS
LITTLE ILFORD SCHOOL
Browning Road, London E12 6ET
Roll: 1,270 Co-educational
Head Teacher: Mr R. G. H. Andrews, B.A., M.Ed.
Required as soon as possible:
Head of remedial department for this mixed comprehensive school which is on one site. Scale 3.
Burnham Scales plus London Allowance £402 plus Social Priority Allowance £201 or £276 plus annual supplement £312.
Full details of the post and application forms may be obtained from the Head Teacher (Tel: 01-478 8024) and should be returned to the undersigned immediately. Previous applicants need not re-apply.
J. S. WILKIE, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.

WILTSHIRE
CASTLEDOWN SCHOOL
Tidworth/Ludgershall
Required for September, 1977:—
HEAD OF REMEDIAL EDUCATION (Scale 3).
This six-form-entry, 11 to 16, Group 10, mixed Comprehensive will open in September, 1977, in purpose-built accommodation when two single-sex secondary schools are re-organized.
Applications are invited from experienced teachers, to take charge of the Remedial Suite and coordinate the work of staff in the department.
Further details and a form of application may be obtained on receipt of a stamped addressed envelope from the Head-Designate, Mr N. P. Maurice, care of the Castle School, Ludgershall, Andover, Hampshire SP11 9RB. Closing date Friday, March 4, 1977.

LEEDS CITY COUNCIL
DEPARTMENT OF EDUCATION

Unless otherwise stated—
Closing date is fourteen days after the appearance of the advertisement.
In respect of Headships and Deputy Headships in all schools, and other posts in primary, middle and special schools, forms are available from, and returnable to, the Director of Education, Department of Education, Great George Street, Leeds LS1 3AE.
For other posts in secondary and high schools, application should be made to the headteacher of the school concerned, giving full details and the names of two referees.
The post reference number should be quoted on all correspondence.
Requests for forms and details should be accompanied by a stamped, addressed envelope.

FIRST TEACHING APPOINTMENT: PREFERRED POST SCHEME

Students seeking their first post are advised that registrations are now being accepted. Registration forms are available from the above address. A stamped, addressed, foolscap envelope must be enclosed.

PRIMARY SCHOOLS

HEADSHIP

E.61 AUSTHORPE PRIMARY SCHOOL (No. on roll: 231; 5-9 years)
Austhorpe Lane, Leeds LS15 8TP. Telephone: Leeds 640450
Headteacher: Mr. G. B. Rushby
Applications are invited from suitably qualified and experienced teachers for the headship of this school following the retirement at Easter of Mr. G. B. Rushby. The school is in Group 4 for salary purposes. The school was built in 1968 on the SCOLA principle and is situated on the outskirts of East Leeds in an attractive, semi-rural setting.

MIDDLE SCHOOLS

DEPUTY HEADTEACHER

S.59 HUNSLET C. OF E. MIDDLE SCHOOL (No. on roll: 278; 9-13 years)
Church Street, Leeds LS10 2QY. Telephone No.: Leeds 717204
Headteacher: Mr. J. D. Thompson
Required for September, 1977, a Deputy Headteacher (Group 5). Applications are invited from teachers with a sound background of Middle School experience. Applicants should state special interests and abilities. Applications from communicant members of the Christian Church will be especially welcome. Application forms should be sent direct to the Reverend A. J. Comber, Hunslet Vicarage, Church Street, Leeds LS10 2QY.

SCALE 4 POST

S.60 BELLE ISLE MIDDLE SCHOOL (No. on roll: 579; 9-13 years)
Middleton Road, Leeds LS10 3JA. Telephone No.: 702322
Headteacher: Mr. P. B. Latham
Required for Easter, 1977, an experienced teacher for the post of YEAR TUTOR (SC.4) at this school. Applicants should have the vision and energy to make a significant contribution to the school's pastoral, academic and administrative character.
Closing date for this post is Friday, 25th February, 1977.

HIGH/SECONDARY SCHOOLS

DEPUTY HEADSHIP

N.E.67 ALLERTON HIGH SCHOOL (No. on roll: 673; 13-18 years)
King Lane, Leeds LS17 7AG. Telephone: 0532 684216
Headteacher: Miss S. J. Morton, J.P., M.A.
Required as soon as possible: DEPUTY HEADTEACHER (Group 10). The vacancy arises owing to the appointment of the present holder to the Headship of this school. The person appointed would be required to share the general administration of the school with the Head and another deputy, and to take particular responsibility for the counselling of boys. An interest in time-tabling would be welcomed, and applicants should state their teaching subject(s) and extra-curricular interests.

SCALE 3 POST

N.W.66 BENTON PARK GRAMMAR SCHOOL (No. on roll: 1,000 (mixed) (300 in Sixth Form); 11-18 years)
Harrogate Road, Rawdon, Leeds LS19 6LX. Telephone: Leeds 502330
Headteacher: Mr. J. R. G. Smith
Required for September, a well qualified and experienced HEAD OF MUSIC. The school is in the process of reorganising on comprehensive lines and numbers in the sixth form are expected to increase. Music is taught to all pupils in years 1-3, after which it becomes an option taken to "A", "O" or C.S.E. levels. The person appointed will lead to a team of two other experienced musicians and visiting peripatetic instrumental teachers. They will have every opportunity to develop the subject to a very high standard. Music is an important part of the community life and this is reflected in the large number of able musicians in the school. The school is situated some eight miles to the North-West of Leeds in a semi-rural area within easy reach of the Yorkshire Dales. Apply directly or by application form available from the school together with further particulars.

Other Posts on Scale 2 and above

HARROW
EDUCATION COMMITTEE
MOUNTVIEW HIGH SCHOOL
Fisher Road, Harrow Weald, Middlesex
Telephone Number: 427 2005
Required for April, 1977, an experienced REMEDIAL TEACHER to teacher in this co-educational High School (13 to 16 years). The teaching required could vary from taking small classes to withdrawal work on a small group or individual basis. A genuine interest in, and a sympathetic understanding of the needs of less-able pupils is essential.
Scale 2 post available to a suitably qualified and experienced candidate.
Apply direct to the Headmaster, by letter, giving full details of qualifications and experience.
Housing accommodation may be available in suitable cases, reasonable removal expenses reimbursed (lowest tender), lodging allowance of up to £10 per week and up to £500 towards legal and estate agent fees may be payable.

Scale 1 Posts

BERKSHIRE
THE BULMERSHE SCHOOL
Chequers Way, Woodley
Required as soon as possible for this mixed Comprehensive School (Roll 1,395) a REMEDIAL TEACHER.
Forms, etc., from the Headmaster (stamped addressed envelope). Please quote WSA 1586. Closing date: 28th February.

EAST SUSSEX
COUNTY COUNCIL
HASTINGS SECONDARY SCHOOL FOR BOYS
Headmaster: Mr. A. T. Kimber, M.A.
Required for September, 1977, REMEDIAL TEACHER to join a flourishing department. English and Mathematics are the basic subjects. Experience in junior or secondary preferred, but commitment and enthusiasm are the overriding qualifications. Scale 1 post.
Application forms (returnable by Monday, 28th February, 1977) from the Headmaster at the School, Priory Road, Hastings.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
RICHARD HALE SCHOOL
Hale Road, Hertford
(780 boys, 180 in sixth form)
First three years will at that stage be all-ability with the upper half of the school still a grammar school entry.
Teacher required September to spend half-time on Remedial teaching and half of either English, History or Geography (last named subject would have to be at sixth form level). Remedial teaching is by withdrawal of small groups from normal teaching periods.
Apply immediately (no forms) to the Headmaster, giving particulars of qualification, experience, extra-curricular interests, etc.

WILTSHIRE
DEVIZES SCHOOL
The Green Devizes, Wiltshire
Required for September 1977, a REMEDIAL TEACHER, Scale 1 to teach pupils mainly in the first two year groups. Applications from experienced or newly qualified teachers will be welcomed.
This well-established fully comprehensive school for 1,600 boys and girls aged 11 to 19 is pleasantly sited in 33 acres of playing fields and parkland.
Please apply by letter to the Headmaster stating interests e.g. Music, Drama, Duke of Edinburgh Scheme, Games and enclosing one testimonial and names of two referees.

By Subject Classification

Art and Design

Heads of Department

AVON COUNTY
HANHAM NEW COMPREHENSIVE SCHOOL
(First six-form entry September 1977, rising to eight-form entry by stages)
Required in September 1977 for this new purpose-built Comprehensive School: a HEAD of ART (Scale 3).
Further details (send stamped addressed envelope) from the Headmaster, c/o Education Office, High Street, Kingswood, Bristol, BS15 4AR.

ESSEX
SOUTHEND HIGH SCHOOL FOR GIRLS
Southchurch Boulevard, Southend-on-Sea
(Roll: 764)
HEAD OF ART & CRAFT
To teach subject throughout the school up to and including "A" level. Opportunity to develop flourishing department with two studios. Scale 3.
Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned.

LEICESTERSHIRE
BARSON HIGH SCHOOL
Burton Road, Melton Road, Melton Mowbray, Leicestershire
In the Leicestershire Plan for the Organisation of Secondary Education
High 11 to 14
Roll: 880
HEAD of ART and CRAFT DEPARTMENT
Scale 3
Required August. To be responsible for developing the work of the new open-plan area and integrating it with the life of the school as a whole.
Further details from the Head.
Apply immediately (no forms) with full particulars and the names and addresses of two referees (stamped addressed envelope).

LONDON, W.6
SACRED HEART HIGH SCHOOL
212 Hammersmith Road
(Roll 660)
Voluntary aided R.C. Grammar School for Girls taking its first non-selective intake 1977.
Required September, HEAD of ART and DESIGN, scale 3 post, to take over newly adapted Art and Craft area and to develop new courses through the school. "O" and "A" level Art already has a place in the present Grammar school.
Applications in first instance to Headmistress with the names of two referees.

LONDON, W.13
NOTTING HILL AND EALING HIGH SCHOOL
2 Cleveland Road, Ealing, W13 8AX
(Girls' Public Day School Trust)
Required for September 1977: HEAD of ART DEPARTMENT (Scale 3) to organise the subject and to teach painting and drawing throughout the Senior School to "O" and "A" level. An interest in a craft (e.g. fabric printing) most desirable and interest in History of Art essential.
Letters of application as soon as possible giving full particulars and the names of two referees to the Headmistress at the school.

NEWHAM
(London Borough of)
LITTLE ILFORD SCHOOL
Browning Road, Manor Park London E12 6ET
Roll: 1,270 Co-educational
Headteacher: Mr R. G. H. Andrews B.A.
Mixed comprehensive on one site, excellent facilities, within easy reach of West End of London and Epping Forest.
Required Easter September 1977: HEAD of DESIGN DEPARTMENT to co-ordinate the work of ART, HOME ECONOMICS and TECHNICAL STUDIES.
Scale 4 post available for suitable candidate.
Burnham Scales plus London Allowance £402 plus Annual Supplement £312 plus Social Priority Allowance £201 or £276.
Further details and application forms may be obtained from the Head Teacher at the school (Tel.: 01-478 8024). Previous applicants need not re-apply.
Completed application forms should be returned to the undersigned as soon as possible.
J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford, E15 4BH.

STAFFORDSHIRE
EDUCATION COMMITTEE
BELGRAVE COMPREHENSIVE SCHOOL
Birds Bush Road, Belgrave, Tamworth
(Roll: 650)
Required for September, 1977, HEAD of DESIGN, Scale 3 or 4 according to qualifications and experience, for this new Comprehensive School. The post involves responsibility for the work of the Design Faculty throughout the school in developing courses appropriate to the needs and abilities of the pupils.
Further particulars and application forms obtainable from and returnable to the Headmaster (stamped addressed envelope).

Other Posts on Scale 2 and above

LEICESTERSHIRE
HEDMOOR HIGH SCHOOL
Wykin Road, Hinckley, Leics.
In the Leicestershire Plan for the Organisation of Secondary Education, High 11 to 14.
Roll 405
DESIGN
Scale 2 for suitable applicant.
Required April. DESIGN TEACHER with a ceramic/sculpture background.
Further details from the Head.
Apply immediately (no forms) with full particulars and the names and addresses of two referees (stamped addressed envelope).

Scale 1 Posts

BARKING
(London Borough of)
BARKING ABBEY SECONDARY SCHOOL
Sandringham Road, Barking
(Roll 1,480)
Required for April or September 1977:
ART TEACHER to assist with this subject throughout the school. Scale 1.
London Addition £402 p.a. Reimbursement of removal expenses in approved cases.
Application form and further details available (stamped addressed envelope) from the Headteacher, returnable by 3rd March, 1977.

BERKSHIRE
EASTHAMPSTEAD PARK SCHOOL
Wokingham RG11 3DF
For April, for this new co-educational comprehensive school (11 to 18, roll 1,050) serving Bracknell New Town. Sixth Form will be established in September 1977. TEACHER to specialise in DESIGN/METALWORK/WOODWORK, joining the team in the Creative Arts Department, which has recently occupied new purpose-built accommodation. Opportunities for wide involvement in Technical Studies, Art and Craft and Home Studies. London Fringe Allowance £150.
Lodging allowance and removal expenses schemes in operation.
Assistance in obtaining a house may be available.
Forms and further details from The Principal. Closing date March 7.

CHESHIRE
EDUCATION COMMITTEE
BISHOP HEBER COUNTY HIGH SCHOOL
(11 to 18 Comprehensive)
Chester Road, Malpas, Cheshire
ART
Required for September, 1977, TEACHER with GRADUATE or Graduate equivalent qualification. A Specialist to teach ART to C.S.E., "O" and "A" level.
Malpas is in a delightful part of Cheshire, some 12 miles south-west of Chester and within easy reach of the North Wales coast. The School is being developed along community lines with joint-use of such facilities as Sports Hall, Social Areas, Community Day Room and a Public Library.
Further details and application forms available from the Headmaster to be returned by March 7, 1977.

COVENTRY (City of)
STOKE PARK MIXED COMPREHENSIVE SCHOOL
(770 on roll)
Formerly Girls' Grammar, six-form entry in years 1 to 3 by September, 1977
Required Autumn Term— ART—throughout school, special interest and ability in Pottery. Scale 1.
Closing date 10 days after appearance of advertisement. Apply by letter giving full details (age, qualifications, experience) and names and addresses of two educational referees to the Headmistress at the school, Dane Road, Coventry CV2 4JW.

COVENTRY (City of)
WOODWAY PARK MIXED COMPREHENSIVE SCHOOL
(Social Priority School)
(1,160 on roll)
Required Easter, 1977— ART and CRAFT, special interest in Pottery. Scale 1.
Apply by letter giving full details (age, qualifications, experience) and names and addresses of two educational referees to the Headmaster, at the school, Woodway Lane, Coventry CV2 2AJ.

DERBYSHIRE
EDUCATION COMMITTEE
NOEL BAKER SCHOOL
Alvaston, Derby. DE2 0FJ
(1,875 boys and girls)
Required for September 1977 a TEACHER of ART and CRAFTS throughout the school. Good facilities are available and courses for C.S.E. and G.C.E. "O" and "A" level are well established. The person appointed will be expected to make some contribution to house and school activities.
Applications by letter to the Headmaster.

DERBYSHIRE
WHALEY THORNS SECONDARY SCHOOL
Langwith, Mansfield, Nottinghamshire
For April, TEACHER of ART up to C.S.E. level. Scale 1.
Letters of application, with curriculum vitae and names of two referees, to the Head Teacher at the school.

DORSET
SAINT FRANCIS SCHOOL FOR BOYS
Hooke, Beaminster, Dorset DT8 3NY
ART TEACHER required. See full advertisement under SPECIAL EDUCATION.

ESSEX
SIR CHARLES LUCAS COMPREHENSIVE
(Roll: 1,760)
Hawthorn Avenue, Colchester
Tel: Colchester 76417
ART
Required in April 1977. Enthusiastic, hardworking, versatile ART TEACHER with special interest in painting. Large lively department with generous facilities. Excellent opportunities.
Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned.

City of Manchester Education Committee

Unless otherwise stated, all posts are available from April 1977, and application forms, together with further particulars, are available from the Head of the School to whom they should be returned.

SECOND DEPUTY

POUNDSWICK HIGH SCHOOL
Simonsway, Wythenshawe, Manchester, M22 7RH.
Co-educational Comprehensive 11-18. 1,269 on roll, 111 in 6th form.
Required for September 1977.
SECOND DEPUTY HEAD—Group XI (Head of Lower School)

SCALE 1

BROOKWAY HIGH SCHOOL
Moor Road, Wythenshawe, Manchester, M23 9BP.
TEACHER of ENGLISH and DRAMA primarily for junior school work.

WILBRAHAM HIGH SCHOOL
Nell Lane, Manchester, M21 2SL
Temporary one-term appointment. TEACHER of GEOGRAPHY to assist with all age and ability classes, including 'A' level examination work. A willingness to be involved with field-work is required.
Application forms, stamped, addressed envelope please, should be obtained from the Headteacher and returned by the 4th March.

ST JOHN THE EVANGELIST GIRLS' SCHOOL
Stopford Street, Higher Openshaw, Manchester, M11 1FG.
Required for Summer Term. Temporary teacher for REMEDIAL WORK in ENGLISH.
Application forms should be returned as soon as possible.

Assistance with removal expenses given in approved cases for permanent full-time appointments.

Somerset

Applications are invited from suitably qualified and experienced teachers for the following posts. Unless otherwise stated:
(a) Duties to commence September 1977.
(b) Application forms and details (S.A.E. foolscap) from the Heads at the schools.
Please quote reference 18/2 on correspondence.

PRIMARY HEADSHIPS

Applications are invited for the following primary headships:
Dunster County First, Nr. Minehead
Group 4.
Middlezoy County Primary, Nr. Bridgwater
Group 2
North Newton County Primary, Nr. Bridgwater
Group 1.
Otterhampton County Primary, Combwich, Nr. Bridgwater
Group 2.
Shepton Beauchamp C.E. V.C. Primary, Ilminster
Group 1.
Rackleford County Infants, Yeovil
Group 4.
Westfield County Infants, Yeovil
Group 5.
Application forms and details of Primary Headships (S.A.E.) from Chief Education Officer, Staffing (T) Section, Education Department, County Hall, Taunton. Closing date 28th February, 1977.

SECONDARY

West Somerset Comprehensive, Minehead
(1,071 mixed, 13-18)
The school's catchment area comprises Exmoor, the Brendon and Quantock Hills, as well as the coastal villages.
Teacher, scale 1, for BOYS' CRAFT. Qualified to teach Metalwork, Woodwork and Technical Drawing up to and including 'O' level. New Craft Block.
Teacher, scale 1, for MATHEMATICS, to teach to all levels of ability up to and including 'O' level. Must be S.M.P. Mathematics. Possibility of Sixth Form for a suitable candidate in the future.
Closing date: 7th March, 1977.

Whitstone Comprehensive, Shepton Mallet
(800 mixed, 11-16)
HEAD OF ENGLISH DEPARTMENT, scale 3, to lead a lively team of staff in this expanding school. Established courses to 'O' and 'CSE' levels.
Closing date: 7th March, 1977.

Sydenham Comprehensive, Bridgwater
(11-16 mixed, 1,000)
SECOND MASTER/MISTRESS Group 10. Administrative flair and ability to work in close co-operation with others is looked for. The present post holder, who is retiring, has included Girls' Pastoral Welfare among duties but certain adjustments may be possible according to experience and qualifications of the successful candidate.
Teacher of MATHEMATICS, scale 2, to teach throughout the school and to act as second in the Department. And involvement in the pastoral work of the school will be expected.
Closing date 25th February.

Preston Comprehensive, Monks Dell, Yeovil
(11-16 mixed, 1,000)
The following scale 1 teachers are required:
MUSIC. The person appointed will be expected to assist with the school choir and orchestra.
FRENCH with subsidiary German. Knowledge of Modern Audio Visual Methods. Graduate preferred. Applications from newly qualified teacher welcomed
Closing date 25th February.

SECONDARY
Art and Design
continued

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
RICHARD HALE SCHOOL
Hale Road, Hertford
(780 boys, 150 in sixth form)
First three years will at that stage be all-ability with the upper half of the school still a grammar school entry.
ART/POTTERY TEACHER. Graduate Art Teacher required September 1977 A.T.D., Dip.A.D., A.R.C.H. An experienced teacher is required to plan, equip and launch a new three dimensional studies and pottery studio. Particular interests and ideas welcomed and could be incorporated into the organisation of this studio. Strong interest would be shown in an applicant experienced in a wide range of 3D methods materials and crafts. There is the possibility of a graded post for a suitable applicant.
Apply immediately (no forms) to the Headmaster, giving particulars of qualifications, experience, extra-curricular interests, etc.

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
Education Department, The Civic Centre, Lampton Road, Hounslow TW3 4DN
THE HEATHLAND SCHOOL
Wellington Road South, Hounslow, Middlesex TW4 5JD
Headmaster: Geoffrey J. Samuel, M.A.
(Roll: 1,350 rising to 1,440)
Required for September, 1977, for this nine-form entry mixed comprehensive school which opened in September, 1973, and moved into purpose-built premises in April, 1974.
TEACHER for ART & DESIGN, Scale 1. The successful applicant will be expected to be involved in both the Art and Technology Departments, in particular with three-dimensional work in the first and second years Creative Studies course, which links these departments with Domestic Subjects. Art facilities available include a well equipped Pottery room. Willingness to assist with any aspects of Technology (woodwork, metalwork, plastics, light crafts) and an interest in an integrated approach will be added qualifications.
Applications will also be considered from teachers seeking a first appointment.
The School is organized on a year system with a suite of rooms for every year. All members of staff are expected to participate in the work and activities of the Year Bases.
London Allowance £207 payable.
Letters of application (no forms) within seven days to the Headmaster giving details of qualifications and the names of two referees.
The Education Committee has power to consider applications from experienced teachers for assistance towards removal, disturbance or separation expenses.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SHEPWAY DIVISION
WYNDGATE SCHOOL
Park Farm Road, Folkestone, Kent CT19 5DN
(11 to 16 years, 1,460 pupils)
(Co-educational, Secondary modern)
Headmaster: Mr. H. D. Littlefield, B.Sc.
Required for April, 1977, a TEACHER for ART and CRAFTS in the Lower School (first and second years). Applications are welcome from teachers who can offer expertise in some or all of the following: Pottery, Printing and Textiles. The Art Department is part of a large Creative Arts Faculty and plays an important role in the life of the school. This is an opportunity for a teacher dedicated to the subject to stimulate and develop the creativity of young pupils in the first two years.
Application forms from the Headmaster at the School.

LONDON, W.6
ST. PAUL'S GIRLS' SCHOOL
Brook Green, Hammersmith, W6 7BS
Required from the beginning of the Summer term (21st April) for three days a week: a SPECIALIST in PRINTMAKING to be responsible for the Print Studio and to share in the work of the Art Department.
Applications in writing to the High Mistress giving a full curriculum vitae and the names and addresses of referees.

Careers

Other Posts on Scale 2 and above

BEXLEY
(London Borough)
WESTWOOD SCHOOL
(Mixed, 1,025 pupils, Headmaster)
TEACHER required for September 1977 (Senior Teacher Scale or Scale 4) to oversee CAREERS work. An interest in the pastoral needs and the welfare of pupils, particularly girls, will be welcomed.
L.A.A. £297. Assistance with removal expenses, legal fees and disturbance allowance can be considered.
Further information and application forms from Chief Education Officer for Schools (T.T.), Town Hall, Crayford, Kent, to whom they should be returned by 4th March.

POWYS
COUNTY COUNCIL
EDUCATION COMMITTEE
HIGH SCHOOL, Llanfyllin, Powys
telephone 3v1
Required for 1st September, 1977, CAREERS TEACHER. This appointment involves Careers work for half the time; the present holder of the post teaches in the Economics, Religious Education, and English departments, and candidates able to offer this subject combination would be welcomed, though other subjects are acceptable. Welsh essential. Scale 2 or Scale 3 post depending on qualifications and experience. (Ref.: 6/N77.)
Application forms and further particulars obtainable from the Headmaster, to whom completed forms should be returned by 2nd March, 1977.
Robert W. Bevan, Director of Education, Education Department, Powys County Hall, Llandrindod Wells, Powys.

Classics

Heads of Department

SHROPSHIRE
SHREWSBURY HIGH SCHOOL
(Girls' Public Day School Trust)
32 Town Walls, Shrewsbury, Salop
(Direct grant becoming independent)
GRADUATE required for September, 1977, to take charge of CLASSICS and to teach LATIN and GREEK to Advanced level and Oxford and Cambridge scholarship. Burnham Scale and Government superannuation.
Please apply immediately to the Headmistress, enclosing copies of testimonials and names and addresses of referees.

Commercial Subjects

Heads of Department

EAST SUSSEX
BEACON SCHOOL
Crowborough
Required for September, HEAD of Department, for BUSINESS STUDIES, Scale 3, at 11 to 18 co-educational comprehensive. Post offers an enthusiastic person opportunity for responsibility in flourishing and expanding department, well equipped with specialist facilities and established sixth form examination classes.
Scheme of relocation grants available in approved cases.
Application forms and further details from the Headmaster, Beacon School, East Beeches Road, Crowborough (foolscap stamped addressed envelope).

ESSEX
ST. CHAD'S SCHOOL
St. Chad's Road, Tilbury
(Roll: 920)
Tel: Tilbury 5381
HEAD OF COMMERCE
Scale 3. Required as soon as possible. The department has a well-equipped specialist room and offers typing and other commercial subjects as options to fourth and fifth year pupils.
Apply by letter to the Headmaster giving details of qualifications, experience and the names and addresses of two referees. £351 payable in extra allowances.

SOLIHULL
EDUCATION COMMITTEE
ALDERBROOK SCHOOL
This co-educational 11 to 16 all-ability school (number on roll 1,150) was formed in September, 1974, by the amalgamation of two Grammar Schools.
HEAD of COMMERCIAL STUDIES, scale 3. Required for Easter.
An opportunity for a person of initiative to introduce and develop a new department. It is anticipated that courses in office practice, typing and commerce will be provided.
A letter of application, naming two referees should be sent to the Headmaster, Alderbrook School, Blossomfield Road, Solihull B91 1SN.

Scale 1 Posts

BEXLEY
(London Borough)
BEXLEYHEATH SCHOOL
(Roll 1,720)
TEACHER required for Summer Term 1977 to assist with the teaching of COMMERCIAL SUBJECTS in the fourth, fifth and sixth years. There is also some careers teaching available for a person who is interested in this work.
London Area Allowance £297. Assistance with removal expenses, legal fees and disturbance allowance can be considered.
Application forms available from and returnable to Chief Education Officer for Schools (T7), Town Hall, Crayford, Kent.

DONCASTER
EDUCATION COMMITTEE
HAYFIELD COMPREHENSIVE SCHOOL
Hurst Lane, Auckley, Doncaster DN9 3HG
Telephone: Doncaster 770000
Required for September 1977 COMMERCIAL SUBJECTS—Scale 1 Commerce teacher to undertake general teaching in Commercial subjects (Typing, Office Practice, Commerce) to students in years 4, 5 and 6. Some teaching in another subject area may be required.
Application forms and further details obtainable from the Headmaster (A. Storey, B.A.), at the above address.
Closing date March 11, 1977.

SOLIHULL
EDUCATION COMMITTEE
SIMON DIGBY (SECONDARY) SCHOOL
Partridge Close, Chelmsley Wood, Birmingham B37 6UG
TEACHER for COMMERCIAL SUBJECTS, m/f. Scale 1, for Typewriting, Commerce, Office Practice, with option groups in Years 4 and 5; C.S.E./G.C.E.
This developing, purpose-built all-ability-intake school opened in 1970 and has 1,100 boys and girls aged 11 to 16 on roll.
Application forms to be obtained from, and returned to, the Headmaster (with stamped addressed envelope).

Domestic Subjects

Heads of Department

AVON COUNTY
HANHAM NEW COMPREHENSIVE SCHOOL
(First 6FE September 1977, rising to 8FE by stages)
Required in September 1977 for this new purpose-built Comprehensive School, HEAD OF CRAFT SUBJECTS (Scale 3).
Further details (send stamped addressed envelope) from The Headmaster, c/o Education Office, High Street, Kingswood, Bristol BS15 4AR.

CROYDON
(London Borough of)
SELHURST HIGH SCHOOL FOR GIRLS
The Crescent, Croydon CR0 2LY
Tel. 01-684 9266
Tenable: 1st September 1977
Required for September, HEAD of HOME ECONOMICS DEPARTMENT in this comprehensive school for girls of 11-18. Subject is taught for "A" level, "O" level, CSE and non-examination courses.
The person appointed would also be responsible for Needlework which is taught for "O" level and CSE, so an ability to teach this subject would be an advantage. There is good modern accommodation and equipment for Home Economics and Needlework.
Salary: Burnham Scale 3 with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope for application form from and returnable to the Head Teacher at the above address by 4th March 1977.

DERBYSHIRE
SHIREBROOK SCHOOL
Common Lane, Shirebrook, Mansfield, Notts.
Number on Roll 1,680 (Group 13)
Mixed Comprehensive
HEAD of HOME ECONOMICS, Scale 3. Post available from April or as soon as possible thereafter. To be responsible for teaching of Home Economics in Upper School (third to sixth year) and liaison with Design Department in Lower School (1st and 2nd years).
Applications by letter (stamped addressed envelope, please), with curriculum vitae and names of two referees, to the Head Teacher at the School.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
CANTERBURY DIVISION
THE GEOFFREY CHAUCER SCHOOL
A TEACHER (Scale 3) of HOME ECONOMICS is required to take charge of this and allied subjects. This vacancy is for September, 1977, and applications from teachers with the appropriate experience are invited.
The school has a seven-form entry (aged 11 to 18) covering the whole ability range. The buildings are new and the home economics suite has excellent facilities. Courses exist to "O" level and C.S.E. and there are opportunities for further development.
Letters of application should be sent to the Headmaster, The Geoffrey Chaucer School, Spring Lane, Canterbury CT1 1SU, from whom further details can be obtained.

LINCOLNSHIRE
ASSISTANT TEACHER
LINCOLN, SOUTH PARK HIGH SCHOOL
Burnham Scale 3, £2,664 to £3,229
Number on roll 750
Required in September an experienced TEACHER to be HEAD of the HOME ECONOMICS Department.
The school has been changing since September, 1974, from a girls' grammar school to a six-form entry 12-18 coeducational comprehensive school.
There are well established Ordinary Level courses and recently introduced CSE courses. It is planned to offer an Advanced Level course from September, 1977.
A small staff flat near the school may be available.
Application form and further particulars obtainable from the Headmistress of the School, Cross O'Cliff Hill, Lincoln, on receipt of stamped addressed envelope. Closing date March 4, 1977.

SUTTON
(London Borough of)
NONSUCH HIGH SCHOOL FOR GIRLS
(Over 800 girls, including 200 in Sixth Form)
Ewell Road, Cheam, Surrey
Required for September, 1977, a well-qualified and experienced TEACHER to be HEAD of HOME ECONOMICS DEPARTMENT, Scale 3, in this Grammar School catering for girls aged 11 to 19.
Home Economics and Textiles and Dress are both taught to London G.C.E. Advanced level and all girls study Homecraft during their first three years. An interest in modern curriculum development is essential.
Apply by letter to the Headmistress at the school as soon as possible giving curriculum vitae, testimonials and the names of two referees.

Other Posts on Scale 2 and above

DERBYSHIRE
EDUCATION COMMITTEE
LITTLEOVER SCHOOL
Pastures Hill, Littleover, Derby DE3 7BD
(Comprehensive 11 to 18 Mixed: Number on Roll 980)
Required for September, 1977: TEACHER to take charge of NEEDLECRAFT.
Scale 2 post.
Details and application form (stamped, addressed envelope please) from the Headmaster.

Scale 1 Posts

AVON COUNTY
HANHAM NEW COMPREHENSIVE SCHOOL
(First 6FE September, 1977, rising to 8FE by stages)
Required in September 1977 for this new purpose-built Comprehensive School, a TEACHER of HOME ECONOMICS/NEEDLEWORK (Scale 1)
Further details (send stamped addressed envelope) from The Headmaster c/o Education Office, High Street, Kingswood, Bristol BS15 4AR.

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
MANSHEAD SCHOOL
Dunstable Road, Caddington, Luton LU1 4BB
Headmaster, Mr. L. P. Banfield J.P., M.A.
Number on roll. 1,020 mixed
Required for September, 1977, TEACHER of HOME ECONOMICS to share work to "A" level in a department which has excellent facilities in a purpose-designed practical block. Scale 1.
Manshead is a 13-18 mixed comprehensive Upper School.
Application forms obtainable from and returnable to the Headmaster (stamped addressed envelope, please).

CROYDON
(London Borough of)
ASHBURTON HIGH SCHOOL
Shirley Road, Croydon CR9 7AL
Tel: 01-656 0222
Tenable: April 19, 1977:
Required for Summer term: a NEEDLEWORK TEACHER for this 11 to 16 high school. Excellent working conditions.
Salary, Burnham Scale 1, with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope for application form from and returnable to the Head Teacher at the above address as soon as possible.

CROYDON
(London Borough of)
SELHURST HIGH SCHOOL FOR GIRLS
The Crescent, Croydon CR0 2LY
Telephone: 01-684 9266
Tenable: 1st September, 1977
Required in September, a TEACHER in the HOME ECONOMICS DEPARTMENT of this comprehensive school for girls of 11-18. The person appointed must have an interest in and an ability to teach Needlework, which is taught for "O" level, C.S.E. and non-examination courses, in addition to Home Economics.
Salary, Burnham Scale 1 with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope for application form from and returnable to the Head Teacher at the above address by 4th March, 1977.

DERBYSHIRE
EDUCATION COMMITTEE
THE GRANVILLE SCHOOL
Burton Road, Woodville, Burton on Trent DE11 7JR
(0283 216765)
(11 to 16 comprehensive 860 mixed)
TEACHER of NEEDLEWORK (Scale 1).
Temporary appointment for summer term or permanent position may be arranged depending on availability of suitable applicants.
Further details and application form (stamped addressed envelope) from Headmaster. Letter or telephone.

EALING
(London Borough)
EDUCATION SERVICE
Required as soon as possible, a SUPPLY TEACHER able to teach HOME ECONOMICS in a High School.
Salary pro rata to Scale 1, London Weighting £402.
Application forms available from the Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing W5 5SU, to be returned as soon as possible (stamped addressed envelope).

EXETER
ST. MAYNARD SCHOOL
(Direct Grant, 450 Girls)
Required next September a well-qualified ASSISTANT TEACHER (Scale 1) to teach COOKERY and NEEDLEWORK throughout the school up to and including Advanced level.
Apply by letter (no forms required) direct to the Headmistress enclosing testimonials and the names of two referees.

HERTFORDSHIRE
COUNTY COUNCIL
STEVENAGE DIVISION
NOBEL SCHOOL
(Group X)
Telford Avenue, Stevenage (840, All-Ability 70 in Sixth Form)
Qualified TEACHER for HOME ECONOMICS to C.S.E./"O" level with some junior needlework, required September.
Further details on request. Removal expenses may be paid. Apply to the Head, naming two referees.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
FORT PITT SCHOOL FOR GIRLS
Fort Pitt, Chatham
(Selective intake: 739 on roll: Sixth Form 120)
Required for September a TEACHER of HOME ECONOMICS to "O" level. This is a lively department and the subject is popular in the school. An interest in Needlework is essential.
There is an individual specialist room available for the successful applicant. Scale 2 can be offered to a suitably qualified teacher, but applications would be appreciated from new entrants to the profession.
Applications to the Headmistress at the school giving names and addresses of two referees.

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
GREAT YARMOUTH GRAMMAR SCHOOL
Salisbury Road
Great Yarmouth NR30 4LS.
(Number on Roll: 722)
Scale 1 HOME ECONOMICS (special interest in NEEDLEWORK) teacher required for September, 1977. Persons seeking a first teaching appointment may apply.
Letters of application to the Head Teacher of the school. Receipt of applications will not be acknowledged.

SUFFOLK
COUNTY COUNCIL
BURY ST. EDMUNDS COUNTY UPPER SCHOOL
(Group 11)
(900 boys and girls aged 13 to 18 years)
Required for the Summer Term 1977 a qualified TEACHER of DOMESTIC SCIENCE (Scale 1) to share the teaching of cookery throughout the school (and help with the teaching of needlework as necessary).
Please send stamped addressed envelope to the Headmistress at the school for further particulars and forms of application.

SUTTON
(London Borough of)
NONSUCH HIGH SCHOOL FOR GIRLS
(Over 800 girls including 200 in Sixth Form)
Ewell Road, Cheam, Surrey
Required for April, 1977, well-qualified TEACHER to share in the teaching of HOME ECONOMICS and NEEDLECRAFT. The person appointed should be capable of teaching to Ordinary and Advanced Level in one or both of these subjects.
A temporary Appointment for the Summer Term of 1977 only will be considered and applications for September, 1977, are also invited.
Apply by letter to the Headmistress at the School as soon as possible giving curriculum vitae, testimonials and the names of two referees.

TRAFFORD
(Metropolitan Borough of)
EDUCATION COMMITTEE
SALE WEST SECONDARY SCHOOL
Manor Avenue, Sale Cheshire, M33 5JX
Telephone: 061-962 2996
(750 mixed)
HOME ECONOMICS TEACHER (Scale 1) for the beginning of the Summer term. A September appointment would be considered.
An ability to help with creative embroidery or needlework would be an advantage.
Application forms, available from the Head of the school, should be returned as soon as possible.

V.S.O. is recruiting Domestic Science Teachers to work in challenging posts in developing countries from September 1977 in Africa. Applicants should hold a teaching qualification. Volunteer terms of service with payment of N.I. and superannuation. Minimum service two years. Married couples welcome to apply provided both have relevant skills and no dependent children. For further details and application forms contact Voluntary Service Overseas (Ref. RS/T), 14 Bishop's Bridge Road, London, W2 6AA. Tel: 01-262 2611.

Economics

Heads of Department

HAVERING
(London Borough of)
THE COOPERS' COMPANY AND COBORN SCHOOL
St. Mary's Lane, Upminster, Essex
(Voluntary aided, 6 form entry, Mixed)
GRADUATE ECONOMIST required in September, Scale 3, to be Head of Department. Proven experience in teaching Fourth and Fifth year pupils to "O" level, as well as teaching to "A" level is necessary. Ability to teach British government and political systems at "A" level an advantage. The person appointed would be a member of the board of senior staff of the school.
The new school buildings include excellent teaching facilities and are situated in 23 acres of ground in pleasant green belt countryside yet within easy reach of London by underground.
Applications with full curriculum vitae to the Headmaster as soon as possible naming two referees.
London allowance £297. Help with removal expenses in approved cases.

Scale 1 Posts

DEVON
PLYMSTOCK SCHOOL
Church Road, Plymstock, Plymouth
(Comprehensive; coeducational; 2,000 on roll)
Readvertisement
Required, April 26, a well-qualified TEACHER to share in the teaching of ECONOMICS to Advanced level and GEOGRAPHY to Ordinary level. Scale 1.
Application forms (stamped addressed envelope) from Headmaster, returnable to him within 14 days.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
RICHARD HALE SCHOOL
Hale Road, Hertford
(780 boys, 150 in VIth form. First three years will be at that stage be all-ability with the upper half of the school still a grammar school entry)
ECONOMICS SPECIALIST required September to teach the subject to "O" level, "A" level and Oxbridge Scholarship standard. Preference given to candidate also able to take some Sixth Form Geography. Ability to help with Games an added recommendation.
Apply immediately (no forms) to the Headmaster, giving particulars of qualifications, experience, extra-curricular interests, etc.

HULL
HYMERS COLLEGE
(H.M.C. 800 boys)
Required for September: GRADUATE to teach ECONOMICS in Form VI to "A" level and HISTORY in the lower and middle school. Ability to help with games (rugby and cricket) an asset. Burnham Scale 1/2.
Write to the Headmaster giving the usual details and names of two referees.

LEICESTERSHIRE
GUTHLAXTON COLLEGE
Station Road, Wigston Magna Leicester
In the Leicestershire Plan for the Organisation of Secondary Education
Upper 14 to 18. Roll: 1,370
ECONOMICS. Scale 1
Required for Summer term, "A" level, "O" level and C.S.E. courses available. Temporary—possible permanent.
Further details from the Head. Apply immediately (no forms) with full particulars and the names and addresses of two referees (stamped addressed envelope).

English

Heads of Department

BERKSHIRE
CHARTERS COUNTY SECONDARY SCHOOL
Charters Road, Sunningdale
Required in September, HEAD of ENGLISH (Scale 4) for this 11 to 18 mixed comprehensive school, roll 1,560. London Fringe Allowance £150 per annum. Lodging allowance and removal expenses schemes in operation.
Forms and further details from the Headmaster (stamped addressed envelope). Closing date: March 7.

DERBYSHIRE
EDUCATION COMMITTEE
MICKLEOVER SCHOOL
Murray Road, Mickleover, Derby, DE3 5LD
Headmaster, A. Marston Hudson, B.A.
Required for September, 1977:— HEAD of DEPARTMENT. Scale 3. ENGLISH, GRADUATE.
Applicants should write to the Headmaster at the school for full details and an application form. A stamped addressed envelope is essential. Final year students will be welcome applicants.

DORSET
CORFE HILLS UPPER SCHOOL
Corfe Mullen, Wimborne
(Co-educational) Group 10
Required September, 1977, HEAD of ENGLISH (Scale 3) who will also be Deputy Head of the Language Faculty.
This Comprehensive School opened in September, 1976, with 125 13 plus pupils and will expand to 420 pupils this September in the new purpose-built premises. The age range will then be 13 to 14.
Assistance with removal and legal expenses.
Application forms and further details may be obtained from the Headmaster on receipt of stamped addressed envelope. Corfe Hills School, King Street, Wimborne, BH21 1EB. Closing date 28th February, 1977.

ESSEX
FAIRFAX HIGH SCHOOL
Fairfax Drive, Westcliff-on-Sea SS0 9RQ
Tel: 0702 49356
(Roll, 610 boys)
HEAD OF ENGLISH
Scale 4. Required for September, 1977. Applications are invited from well qualified and experienced teachers to organise and develop the work of the Department. Well established courses lead to G.C.E. "O" level and C.S.E. examinations.
Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
CANTERBURY DIVISION
STURRY SECONDARY SCHOOL
(Mixed 780 Pupils)
HEAD of ENGLISH DEPARTMENT, Scale 3 or 4 (depending on qualifications and experience) required for Summer or Autumn Term. The person appointed will be expected to make a substantial contribution to the life of the school.
Apply to the Headmaster, Sturry Secondary School, Bredlands Lane, Westbere, Canterbury, Kent, CT2 0HD.



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SECONDARY
English
continued

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
GORLESTON GRAMMAR SCHOOL
No. on roll 720.
Lynn Grove, Gorleston, Great Yarmouth, NR31 8AP.
Scale 4 Head of ENGLISH Department required from September 1st, 1977.
Application forms and further details only obtainable by sending a foolscap stamped addressed envelope to the Head Teacher of the School. Closing date July 3rd, 1977.

NORTHAMPTONSHIRE
KINGSBROOK SCHOOL, Stratford Road, Deanshanger, Milton Keynes MK19 6HN. Required in September, 1977 (Scale 3 or 4 depending upon qualifications and experience).
The successful applicant will be required to develop the work of the English department during a period of expansion and reorganisation.
This former secondary modern school was reorganised in September, 1976, when it admitted the first comprehensive intake. Number on roll next September (650 approx.) but in future years it will develop into a 6-form entry plus Sixth Form.
CSE and GCE "O" level English Language courses are well developed. "A" level courses will be introduced as soon as possible.
Deanshanger is situated in rural South Northamptonshire within easy reach of the A5 and M1 and seven miles from Buckingham.
Further particulars and application forms available from the Headmaster (stamped addressed envelope).

NORTHUMBERLAND
COUNTY COUNCIL
PRUDHOE COUNTY HIGH SCHOOL
(Group 11)
(Co-educational 13-18 Comprehensive High School)
HEAD OF ENGLISH
(Scale 4)
Required for 1st September, 1977, a qualified and experienced TEACHER who will be able to accept responsibility for the organisation and further development of ENGLISH at all levels in the School and who will be expected to teach the subject across the complete age and ability range.
Application forms returnable by 4th March, 1977, obtainable by sending a foolscap stamped addressed envelope to the Headteacher, Prudhoe County Secondary School, Moor Road, Prudhoe, Northumberland.

SANDWELL
(Metropolitan Borough of)
WARLEY HIGH SCHOOL
Pound Road, Oldbury, Warley, West Midlands.
Required for September, 1977: HEAD of ENGLISH, Scale 3 post. The school is a developing 11 to 16 comprehensive school, which by September 1977 will have over 800 pupils on roll.
Application forms and further details available from, and returnable to, the Head Teacher at the school. Closing date February 28th, 1977.

Other Posts on Scale 2 and above

EAST SUSSEX
BEACON SCHOOL
Crowborough
Required for September, TEACHER of ENGLISH, Scale 2, to be second in department, to help and to encourage members of the department in developing the organisation, the resourcing and the overall effectiveness of their teaching in Years One to Three. House system of pastoral care operates within the school.
Scheme of relocation grants available in approved cases.
Application forms and further details from the Headmaster, Beacon School, East Beeches Road, Crowborough (foolscap stamped addressed envelope).

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
THE JOHN WARNER SCHOOL
Stanstead Road, Hoddesdon
(All-ability 11-18 Co-educational. Number on roll 875)
Experienced, well qualified, enthusiastic TEACHER of ENGLISH (Scale 3) required in September.
The School is organised on a banded basis and there would be opportunity for the person appointed to undertake advanced level work.
Please apply direct to the Headmaster, enclosing curriculum vitae, mentioning active interests and quoting two referees, with status.

NEWHAM
(London Borough of)
ST. JOHN'S R.C. SCHOOL,
Green Street, London E13 9AX
Roll: 698, coeducational.
Head Teacher: Mr. E. J. M. Lown
Required September 1977: SECOND in ENGLISH Department. Scale 3.
Further details from the school. Visits welcomed.
Applicants should be practising Catholics and be in possession of the Roman Catholic Teachers Religious Certificate, its equivalent, or be prepared to study for the qualification.
Burnham Scales plus London Allowance £402 plus Annual Supplement £312.
Application forms may be obtained from the Head Teacher (telephone 01-552 3102) and should be returned to the school immediately.

NORTHAMPTONSHIRE
SPONNE SCHOOL
Brackley Road, Towcester, Northants NN12 7DJ.
Required for September, 1977, an experienced TEACHER to be SECOND in the ENGLISH department (Scale 3). This is an 11 to 18 coeducational school of 980 pupils (including 180 in sixth form) with C.S.E., G.C.E. "O" and "A" level courses as well as courses for less able pupils. In addition to teaching at different levels, the successful applicant will have responsibility for ordering and control of stock and should have an interest in drama or the school magazine.
The school is situated in a pleasant rural area of South Northamptonshire within easy reach of Northampton, London (M1), Milton Keynes, Oxford and Stratford.
Application forms and further particulars from the Headmaster (stamped addressed envelope).

WEST SUSSEX
COUNTY COUNCIL
MID-SUSSEX AREA
OATHALL SCHOOL
Appledore Gardens, Haywards Heath RH16 2AQ
(11-16 Mixed Comprehensive 1,100 on roll)
TEACHER of ENGLISH required Summer Term, to be second in charge of department of 7-8 staff. Scale 2 available for suitable candidate willing to accept responsibility for large library.
Form and details from Headmaster on receipt of stamped addressed envelope.

Scale 1 Posts

BERKSHIRE
ALFRED SUTTON GIRLS' SCHOOL
Green Road, Reading
For April, TEACHER of ENGLISH to share in the teaching of this subject up to C.S.E. and "O" level in this comprehensive school. Roll 850.
Lodging allowance and removal expenses in approved cases.
Forms, etc., from the Headmistress. Closing date March 7.

CHESHIRE
EDUCATION COMMITTEE
BISHOP HEBER COUNTY HIGH SCHOOL
Chester Road, Malpas, Cheshire
(11 to 18 Comprehensive)
ENGLISH
Required for September, 1977, TEACHER with Graduate or Graduate equivalent qualification. A SPECIALIST to teach ENGLISH across the ability and age ranges of an 11 to 18 Comprehensive School.
Malpas is in a delightful part of Cheshire, some twelve miles south-west of Chester and within easy reach of the North Wales coast. The School is being developed along community lines with joint use of such facilities as Sports Hall, Social Areas, Community Day Room and a Public Library.
Further details and application forms available from the Headmaster to be returned by 7th March, 1977.

DERBYSHIRE
EDUCATION COMMITTEE
NOEL BAKER SCHOOL
Alvaston, Derby DE2 0FJ
(1,870 boys and girls)
Required for September, 1977, a GRADUATE to teach ENGLISH throughout the school and possibly some FRENCH in the lower school. Courses for C.S.E. and G.C.E. "O" and "A" level are well established and high standards have been set. The person appointed will be expected to make some contribution to house and school activities.
Applications by letter to the Headmaster.

DERBYSHIRE
SHIREBROOK SCHOOL
Common Lane, Shirebrook, Mansfield, Nottinghamshire.
Number on Roll 1,600. Mixed Comprehensive.
Required from April, 1977, TEACHER of ENGLISH with some DRAMA for Lower School (First and Second year). Temporary or permanent post.
Applications immediately by letter, with names of two referees, to the Headmaster at the School.

DONCASTER
EDUCATION COMMITTEE
DONCASTER GRAMMAR SCHOOL
Thorne Road, Doncaster, DN1 2HY
Number on roll 1,000
Telephone: Doncaster 20626
Required for September, 1977, Scale 1 ENGLISH TEACHER
Applications are invited for the appointment from September, 1977, of a MASTER or MISTRESS to teach ENGLISH. Initially to "O" level G.C.E. though some Sixth Form work may be available later. This is a Scale 1 post and would be particularly suitable for a young graduate seeking a first appointment. The ability to assist with games and/or out-of-school activities would be an asset.
This co-educational Upper School with 1,000 pupils on roll and a Sixth Form of about 300 was formed by the amalgamation of the former Doncaster Grammar Schools for Girls and Boys and provides courses for pupils from 13 to 18 years of age.
50 per cent of removal expenses will be paid in appropriate cases.
Application forms and further particulars are obtainable from the Headmaster at the above school to whom completed applications should be returned by Monday, March 7, 1977.

ESSEX
THE DEANES SCHOOL
Daws Heath Road, Benfleet SS7 2TD
Tel: Rayleigh 73545
(Roll: 1,250)
ENGLISH
Required for September, 1977, SPECIALIST to teach up to G.C.E. "O" level. Excellent subject centre and library. Post would be suitable for newly qualified entrant to profession.
Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned.

HAMPSHIRE
MILL CHASE SCHOOL
Bordon, Hants
11 to 16 Comprehensive Mixed (No. on roll 1,400).
Scale One—ENGLISH.
Stamped addressed envelope to Head for details.

HARINGEY
(Borough of)
THE SOMERSET SCHOOL
White Hart Lane, Tottenham N.17
(Voluntary Controlled Boys' Comprehensive School)
(Roll 1,000)
Required for April: Temporary TEACHER of ENGLISH with Religious Education, for pupils in the first and second years. Appointment for Summer Term. London Allowance (£402) payable. Forms of application (stamped addressed envelope) available from the undersigned to be returned to Head of School as soon as possible.
Chief Education Officer, Education Offices, Somerset Road N17 9EJ.

HERTFORDSHIRE
COUNTY COUNCIL
NORTH HERTS DIVISION
HITCHIN GIRLS' SCHOOL
Highbury Road, Hitchin SG4 9RS
(Group 10) (Sixth Form 190)
GRADUATE required for September 1977 to teach ENGLISH from First to Fifth years to children of all abilities. Subsidiary Latin essential with ability to teach Cambridge Latin Project.
Apply to the Head at the school with details and testimonials giving names of 2 referees.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SWALE DIVISION
SITTINGBOURNE SOUTH HIGH SCHOOL
Brenchley Road, Sittingbourne, Kent
DEPUTY HEAD SENIOR MASTER/SENIOR MISTRESS required from September 1, 1977, for this new 11 to 16 mixed high school, opening in September with a roll of 150 (Group 8).
Applications are invited from suitably experienced teachers who have the energy and foresight to assist in the development of a new school. There will initially be a major teaching commitment.
Application forms and further details from the Headmaster on receipt of stamped addressed envelope, care of Divisional Education Offices, Avenue of Remembrance, Sittingbourne, Kent ME10 4DD.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
THE HARVEY GRAMMAR SCHOOL
Folkestone.
700 boys on roll (150 in the Sixth Form).
Headmaster: B. Walter, B.A.
Wanted in September a young well-qualified GRADUATE to teach ENGLISH throughout the School, including a substantial share of work for A-level and Special papers.
Apply to the Headmaster (from whom further details are available), giving full details of age, education, qualifications and experience, and the names, addresses and status of two referees.

LONDON, W.12
BURLINGTON DANES SCHOOL
(S.M.)—Scale 1 Post
The School has recently been formed by the amalgamation of two adjacent grammar schools, and has over 300 pupils in the sixth form. There is a full range of "O" and "A" level work. The first fully comprehensive intake is planned for September 1977.
Required for September 1977 a TEACHER of ENGLISH. Teaching throughout the school available for a suitable candidate. The ability and willingness to assist in general school activities would be an advantage, as would the qualification to teach a second subject.
Apply by letter with curriculum vitae and the names of two referees to the Head Teacher at Du Cane Road, London W 12 as soon as possible.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:
RUSHCLIFFE COMPREHENSIVE SCHOOL
Boundary Road, West Bridgford, Nottingham NG2 7BW
Headmaster, P. D. Chambers, B.Sc. (Mixed, 1,447 (11 to 18) (Sixth Form 170))
For Easter, TEACHER (Scale 1) of ENGLISH. Candidates should be prepared to teach throughout the school.
Applications (no forms) to the Headmaster, with names of two referees, as soon as possible.

REDBRIDGE
(London Borough of)
CATERHAM HIGH SCHOOL
Caterham Avenue, Clayhall, Ilford IG5 0QW
Tel.: 01-551 4115
Headmaster: Mr. P. E. A. Birchmall, B.A.
Required for Easter, 1977, or earlier if possible. Suitably qualified TEACHER of ENGLISH, Scale 1, in this 11 to 18 Mixed Comprehensive school. Courses in this department lead to C.S.E. and G.C.E. "O" and "A" levels, and the school has excellent facilities. Outer London Allowance is payable.
Further particulars are available from the Headmaster at the school to whom applications, by letter, should be sent as soon as possible giving age, education, qualifications, teaching experience and the names of two referees.

SHEFFIELD
EDUCATION
ECCLESFIELD SCHOOL
Ecclesfield, Sheffield S30 3WD
An 11 to 18 comprehensive.
Required for April 18, 1977, a MASTER or MISTRESS to teach ENGLISH in a large active department, chiefly to Lower and Middle School forms. Temporary post for the Summer term with possibility of permanent appointment to follow. Scale 1.
Applications (no forms) to reach the Headmaster at the school as soon as possible.

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
The Borough is within easy access of Central London and bordered by Epping Forest. London addition to salary payable.
Required for April, 1977 —
LEYTON GIRLS' SENIOR HIGH SCHOOL
Colworth Road, London, E11 1HL
Head Teacher, Miss P. M. Smith, B.A.
ENGLISH-DRAMA TEACHER is required to teach in the strong English Department and expanding Drama Department in this Girls' Comprehensive Senior High School (700 on roll, 14-18 years). C.S.E., "O" and "A" level courses in operation.
Closing date: 4th March, 1977.
Application forms obtainable from the Head Teacher on receipt of stamped addressed envelope.

V.S.O. is recruiting English Teachers to work in challenging posts in developing countries from September 1977, mainly in Africa, the Far East and the Pacific. Applicants should hold a teaching certificate or a degree. For some posts teaching experience and a TEFL qualification are an advantage. Volunteer terms of service with payment of N.I. and superannuation. Minimum service two years. Married couples welcome to apply provided both have relevant skills and no dependent children. For further details and an application form, contact Voluntary Service Overseas (Ref. E8/71), 14 Bishop's Bridge Road, London W2 6AA. Tel. 01-262 2611.

Geography

Heads of Department

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
HOUGHTON REGIS UPPER SCHOOL
Parkside Campus, Houghton Regis, Dunstable LU5 5PY
Headmaster: Mr. B. Robinson, M.A.
HEAD of GEOGRAPHY, Scale 3. Well qualified TEACHER with comprehensive experience required for September to teach and organise Geography in this growing co-educational Comprehensive school (age 13 to 19), opened 1975, and continue the development of this popular subject. C.S.E., C.E.B., "O" and "A" level courses, local rural and urban studies and field courses are well established.
Application forms and further details obtainable from the Headmaster...

BEXLEY
(London Borough)
BEXLEY TECHNICAL HIGH SCHOOL FOR GIRLS
(Roll 8[illegible])
Required September, 1977: HEAD of GEOGRAPHY, Scale 3, on retirement of present holder of the post. Applications are invited from well qualified and experienced Graduates in Geography. The subject is taught to C.S.E. and G.C.E. "O" and "A" level. Further details from the school (01-[illegible]).
I.A.A. £207. Assistance with removal expenses, legal fees and disturbance allowance can be considered.
Application forms obtainable from Chief Education Officer for Schools (C7), Town Hall, Crayford, Kent.

Other Posts on Scale 2 and above

AVON COUNTY
EDUCATION COMMITTEE
CHEW VALLEY SCHOOL
Chew Magna
(11 to 18 Comprehensive, 1,000 boys and girls)
Required for September, a SENIOR GEOGRAPHY TEACHER, Scale 2, to teach up to "A" level standard and to carry a large measure of responsibility in the Geography department. Geology and Field Study experience desirable.
The school is situated in grounds of 30 acres in the heart of the countryside, overlooking Chew Valley Lake, 4 miles south of Bristol.
Application forms and further information from the Headmaster on receipt of a stamped addressed envelope.

BERKSHIRE
THE FOREST SCHOOL,
Robin Hood Lane, Winnersh
For September:
A GEOGRAPHY TEACHER in this Boys' Comprehensive School (previously grammar). Roll 1,000 including a large Sixth Form. Work throughout the school up to "A" level is possible; the "O" level course is based on the Schools Council 14-18 Project.
Scale 2 allowance for suitable applicant. Lodging allowance and removal expenses schemes in operation.
Forms, etc., from the Headmaster. Please quote: WSA 16[illegible]. Closing date: 28th February.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
KIMBERLEY COMPREHENSIVE SCHOOL
Newdigate Street, Kimberley, Nottingham NG16 2NJ
Headmaster, F. Collier, M.A.
Mixed 1,075 (11-18)
Applications are invited from suitably qualified TEACHERS for the following post:—
For September, TEACHER (Scale 3) to take charge of the teaching of GEOGRAPHY in the Faculty of Humanities. Prospect of developing sixth form courses in immediate future, C.S.E. and "O" level well established.
Applications (no forms) to the Headmaster, with names of two referees, as soon as possible.

Scale 1 Posts

CROYDON
(London Borough of)
LADY EDRIDGE HIGH SCHOOL FOR GIRLS
Clifton Road, London, S.E.25
Tel: 01-771 1551
Tenable: April 19, 1977
Required in April, a full-time TEACHER able to teach GEOGRAPHY to C.S.E. and "O" level, and PHYSICAL EDUCATION.
Salary, Burnham Scale 1, with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope for application form from and returnable to the Head Teacher at the above address as soon as possible.

CROYDON
(London Borough of)
SOUTH NORWOOD HIGH SCHOOL
Sandown Road, London, S.E.25
Tel: 01-656 0905
Tenable: April 19, 1977
ASSISTANT TEACHER of GEOGRAPHY required for this co-educational comprehensive school (11 to 14 age range). For further details write to the Headmaster.
Salary—Burnham Scale 1, with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope for application form from and returnable to the Head Teacher at the above address as soon as possible.

ESSEX
THE DEANES SCHOOL
Daws Heath Road, Benfleet SS7 2TD
Tel: Rayleigh 73545
(Roll 1,250)
GEOGRAPHY
Required for September, 1977, SPECIALIST to teach up to G.C.E. "O" level. Excellent humanities centre. Interest in elementary economics or the "industrial society" theme an advantage though not essential.
Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned.

ESSEX
WEST HATCH HIGH SCHOOL
(Roll 1,400),
High Road, Chigwell.
Tel.: 01-504 8216
This selective school is in transition to becoming comprehensive, with a well developed Sixth Form of 220 students. Outer London Fringe Area Allowance payable.
Required for September, 1977, a graduate TEACHER of GEOGRAPHY to join a department which has a proven record of academic success. An interest in fieldwork is desirable and we would be glad to hear of candidates who are able to offer Biology, Chemistry, Physics, Environmental Studies or Statistics as a subsidiary subject. However, a subsidiary subject is not essential.
Would applicants apply by letter, in the first instance, to the Headmaster at the school...

HAMPSHIRE
OAK FARM SCHOOL
Chapel Road, Farnborough
(11 to 16) 700 on roll
Required for September 1977, TEACHER of GEOGRAPHY (Scale 1). Preferably experienced but first appointment considered.
Letters of application to Head.

HARINGEY
(Borough of)
SCHOOL OF ST. DAVID AND ST. KATHARINE
St. Mary's Road, Hornsey, N.8
(Roll in September—900)
Headmaster, F. W. Ashwin, M.A.(Cantab.)
GRADUATE required for September, 1977, to teach GEOGRAPHY throughout this new and expanding Church of England Mixed Comprehensive School which opened in new buildings in March, 1976.
Candidates able to offer History and Social Studies as subsidiary subjects would be at an advantage and the successful applicant would be expected to participate in an Integrated Humanities (History and Geography) Course in the Lower School.
Further details and application forms obtainable from the Headmaster at the School. Completed forms should be returned by Monday 7th March.
Removal expenses—100 per cent allowed. London Allowance (£402) payable.
Chief Education Officer, Education Offices, Somerset Road N17 9EJ.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
THE WARD FREMAN SCHOOL
Bowling Green Lane
Buntingford
GRADUATE required for September to teach GEOGRAPHY to University Entrance level. Interest in academic excellence and a caring pastoral system essential. Familiarity with quantitative techniques and enthusiasm for field work desirable. Scale 1 post.
Apply immediately by letter to the Headmaster at the school (no forms).

HERTFORDSHIRE
COUNTY COUNCIL
STEVENAGE DIVISION
THE HEATHCOTE SCHOOL,
Shephall Green, Stevenage
(850 mixed Comprehensive 70 in Sixth)
TEACHER of ENVIRONMENTAL STUDIES (Scale 1) required September, to introduce this subject in the third year and above. The school and the authority have excellent resources for this subject.
Further details on request. Removal expenses may be paid.
Write to the Head naming two referees.

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
Education Department, The Civic Centre, Lampton Road, Hounslow TW3 4DN
THE HEATHLAND SCHOOL,
Wellington Road South, Hounslow, Middlesex TW4 5JU
Headmaster, Geoffrey J. Samuel, M.A.
Roll 1,350, rising to 1,440
Required for September 1977, for this nine-form entry mixed comprehensive School which opened in September, 1975, and moved into purpose-built premises in April, 1976.
GEOGRAPHY GRADUATE, Scale 1, to join the Social Studies Department in this new comprehensive school. Willingness to teach the subject to Advanced level (including physical geography) would be an additional qualification. An integrated course is followed in the first years and an interdisciplinary approach would be welcome.
Applications will also be considered from teachers seeking a first appointment.
The School is organised on a year system with a suite of rooms for every year. All members of staff are expected to participate in the work and activities of the Year Bases.
London Allowance £207 payable.
Letters of application (no forms) within seven days to the Headmaster giving details of qualifications and the names of two referees.
The Education Committee has power to consider applications from experienced teachers for assistance towards removal, disturbance or separation expenses.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MAIDSTONE DIVISION
VINTERS BOYS' SCHOOL,
Huntsman Lane, Maidstone.
(850 on roll comprehensive intake)
Required Easter 1977 Graduate TEACHER of GEOGRAPHY to teach all levels of ability up to G.C.E. "O" level at this new school delightfully set in forty acres of woodland and playing fields.
Applicants must be able to offer mathematics as a second subject. Letter of application naming two referees to the Headmaster.

LONDON
NOTTING HILL AND EALING HIGH SCHOOL
Girls' Public Day School Trust
2 Cleveland Road, Ealing, London W13 8AX
Required for the Summer Term 1977 if possible, or September 1977, GRADUATE for part-time (about 4 days) teaching in the GEOGRAPHY DEPARTMENT, including examination work to "A" level. An interest in developing New Geography essential.
Letters of application as soon as possible giving full particulars and the names of two referees to the Headmistress at the school.

NORTH YORKSHIRE
COUNTY OF
THE WENSLEYDALE SCHOOL
Richmond Road, Leyburn, North Yorkshire
(11 to 18 rural comprehensive school of 600 pupils)
Required from Easter, 1977, if possible:—
A well-qualified second TEACHER of GEOGRAPHY to share the work of the department, probably including sixth form work. The area offers outstanding opportunities for field work.
Applications, within 14 days, by letter to the Headmaster, giving the names of two referees, curriculum vitae, details of specialist and out of school interests and telephone number.
Applicants available at Easter should also indicate whether they would be willing to accept a temporary appointment for the summer...

STAFFORDSHIRE
EDUCATION COMMITTEE
FAIR OAK COMPREHENSIVE SCHOOL,
Penkridge Bank Road, Rugeley
(Roll 1,000)
Required from April, 1977, a graduate TEACHER of GEOGRAPHY (Scale 1) to teach the subject at all levels up to and including "A" level.
Application forms obtainable from and returnable to the Head Teacher (stamped addressed envelope).

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
The Borough is within easy access of Central London and bordered by Epping Forest. London addition to salary payable.
Required for April, 1977 —
WARWICK HIGH SCHOOL FOR GIRLS
Brooke Road, London, E17 9HH
Headmistress, Mrs. K. Blenkins
GEOGRAPHY TEACHER is required for one term in the first instance to teach Geography throughout this Girls' Comprehensive High School (600 on roll, 11-14 years). Special 1st room available.
Closing date, 4th March, 1977.
Application forms obtainable on receipt of stamped addressed envelope from the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London, E10 5QJ.

WEST SUSSEX
COUNTY COUNCIL
MID-SUSSEX AREA
TANBRIDGE HOUSE SCHOOL,
Worthing Road, Horsham RH12 1SR
Required September, TEACHER of GEOGRAPHY and some HISTORY in the Lower School. The school is in transition from girls' high school to 11 to 16 co-educational comprehensive school. In September the comprehensive intake will have reached the second year.
Form and details from Headmistress on receipt of stamped addressed envelope.

WILTSHIRE
DEVIZES SCHOOL
The Green, Devizes, Wiltshire
Telephone Devizes 4886
Required for September, 1977, a GEOGRAPHY GRADUATE to teach throughout the age and ability ranges in a large well-equipped department.
This fully comprehensive school for 1,500 boys and girls aged 11 to 19, 180 in sixth form, is pleasantly sited in 42 acres of playing fields and parkland.
Please apply by letter to the Headmaster stating interests, e.g. Music, Drama, Duke of Edinburgh Scheme, Games and enclosing one testimonial and names of two referees.

History

Heads of Department

DERBY
DERBY SCHOOL
Moorway Lane, Littleover, Derby, DE3 7PS
(1,500 Boys and Girls)
Telephone 21280
Required for September 1977 a GRADUATE HEAD of the HISTORY DEPARTMENT.
The successful applicant will be expected to teach up to "S" level and organise the Department which includes three specialists.
This is a Scale 5 post.
Derby School is well equipped and situated three miles south west of Derby.
Letters of application to the Headmaster must include curriculum vitae and the names of two referees.
A stamped addressed envelope should be enclosed if an acknowledgment is required.

Other Posts on Scale 2 and above

HAMPSHIRE
CHURCHER'S COLLEGE
Petersfield
Voluntary Aided Grammar School (330 day boys, 116 boarders)
Required for April, a suitably qualified GRADUATE to teach HISTORY (incl. British Government) to "O" and "A" levels. (Scale II for an experienced applicant.) The post could be resident with free board and lodging during term time in return for boarding duties.
Applications to the Headmaster, including the names of two referees.

Scale 1 Posts

BIRMINGHAM 14
KING EDWARD'S CAMP HILL SCHOOL FOR GIRLS
Vicarage Road.
(Voluntary aided grammar school; 600 on roll; 150 in Sixth Form)
Required in September, 1977, a GRADUATE to share the teaching of HISTORY throughout the school to "A" level and University Entrance standard in a well-established department with high academic standards.
Apply by letter (no forms) to the Headmistress at the above address giving curriculum vitae, copies of recent testimonials and the names and addresses of at least two referees.
The school, which is an old-established one, moved to new buildings on its present site in 1958 and is pleasantly situated in its own grounds in south Birmingham.

DERBYSHIRE
EDUCATION COMMITTEE
MICKLEOVER SCHOOL
Murray Road, Mickleover, Derby DE3 5LD
Headmaster: A. Marston Hudson, B.A.
Required for September, 1977, GRADUATE TEACHER of HISTORY who can also share 1st and 2nd year environmental studies.
Applicants should write to the Headmaster at the school for full details and an application form. A stamped, addressed envelope is essential. Final year students will be welcome applicants.

DERBYSHIRE
EDUCATION COMMITTEE
NOEL BAKER SCHOOL,
Alvaston, Derby DE2 0FJ
(1,875 boys and girls)
Required for September, 1977, a GRADUATE to teach HISTORY throughout the school and SOCIAL STUDIES in the fourth and fifth year. Courses for C.S.E., G.C.E. "O" and "A" level are well established and good facilities are available.
The person appointed will be expected to make some contribution to house and school activities.
Applications by letter to the Headmaster.

SECONDARY
History
continued

DERBYSHIRE
FREDERICK GENT SCHOOL,
South Normanton, Derbyshire DE55 2ER
For April, 1977, TEACHER of HISTORY, Scale 1 (graduate preferred). C.S.E. work in 4th and 5th years is involved, and there will be scope later for G.C.E. work for a suitable candidate. Comprehensive reorganisation is well advanced and history is a highly demanded option in this school.
Applications by letter, with curriculum vitae and names of two referees, to the headteacher at the school.

ESSEX
COLBAYNS HIGH SCHOOL
(Roll 1,540)
Clacton-on-Sea
Tel. Clacton-on-Sea 20131
HISTORY
Required for September, following continued expansion of school: qualified TEACHERS offering one or more of the following subjects: MATHEMATICS, CHEMISTRY, GENERAL SCIENCE, P.E. (GIRLS), HISTORY, BOYS' TECHNICAL SUBJECTS.
In September, the full ability range will have reached Year 5. There is already a flourishing sixth form; successful candidates will have opportunity of teaching at all levels.
Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned.

HILLINGDON
(London Borough of)
BARNHILL SCHOOL
Owen Road, Hayes, Middlesex
(Number on roll 1,000, 80 in Sixth Form)
Headmaster: J. M. Jefford, B.Sc.
Temporary full or part-time (four days) TEACHER of HISTORY for the Summer Term, 1977.
Please apply by letter to the Head Teacher at the school giving full particulars together with the names and addresses of two referees.
London Allowance payable.

LONDON
URSULINE CONVENT
13 The Downs, Wimbledon, London SW20 8HR
(Girls' Comprehensive High School, 13 to 18, 800 on roll)
Required May if possible, GRADUATE to teach GEOGRAPHY throughout the school to "A", "O" and C.S.E. levels.
Please apply to the Headmistress with testimonials and stamped addressed envelope for acknowledgement, giving the names and addresses of two referees.

LONDON, W.12
BURLINGTON DANES SCHOOL
(S.M.)—Scale 1 post
The school has recently been formed by the amalgamation of two adjacent grammar schools, and has over 300 pupils in the Sixth Form. There is a full range of "O" and "A" level work. The first fully comprehensive intake is planned for September, 1977.
Required for September and if possible the Summer Term, 1977, a TEACHER of HISTORY. Teaching throughout the school available for a suitable candidate. The ability and willingness to assist in general school activities would be an advantage, as would be the qualification to teach a second subject.
Apply by letter with curriculum vitae and the names of two referees to the Head Teacher at Du Cane Road, London, W.12, as soon as possible.

NORTH YORKSHIRE
(County of)
THE [illegible] SCHOOL
Catterick Garrison
Required for April or September, 1977
ASSISTANT TEACHER (Scale 1) to teach HISTORY throughout this 11 to 16 mixed Comprehensive School including work to C.S.E. and "O" level.
Application forms (stamped addressed envelope please) and further details from the Headmaster, The [illegible] School, Hipswell, Catterick Garrison, North Yorkshire DL9 4BD, to be returned as soon as possible.

RICHMOND UPON THAMES
(London Borough of)
BARNES SCHOOL
(11-16 Mixed Comprehensive, approximately 920 on roll)
Lonsdale Road, Barnes, London, SW13 9QL
HISTORY TEACHER, Scale 1 (unestablished full-time) required for summer term 1977 only, to share the work throughout the school.
Forms (foolscap stamped addressed envelope) from Director of Education, Regal House, London Road, Twickenham, TW1 3QB, returnable to the Headmaster at the school as soon as possible.

Humanities

Heads of Department

DEVON
DARTMOUTH SCHOOL AND COMMUNITY COLLEGE
(Mixed: 11 to 16 comprehensive; Group 8)
HEAD of HUMANITIES, Scale 3, required for September. Ability to teach one subject at least in this field to "O" and C.S.E. level and also lead either first or second year humanities team required. Experience of mixed ability situations and, preferably, established comprehensive experience an advantage. First comprehensive intake September, 1977.
Application forms, with further details (stamped addressed envelope, foolscap), from Headmaster, returnable by March 4.

Scale 1 Posts

EXETER
THE MAYNARD SCHOOL
(Direct Grant—450 Girls)
Required next September a well-qualified ASSISTANT TEACHER, Scale 1, who would be ready to take an integrated HISTORY/GEOGRAPHY course with the younger forms and to teach HISTORY, RELIGIOUS EDUCATION and CIVICS further up the school.
Apply by letter (no forms required) direct to the Headmistress enclosing testimonials and the names of two referees.

HARINGEY
(Borough of)
NORTHUMBERLAND PARK MIXED COMPREHENSIVE SCHOOL
Trulock Road, Tottenham N17 0PG
(new school)
(Roll: 1,200 rising to 1,400 (1978))
Telephone: (01) 801 0091
Required for Summer Term 1977 only:
TEACHER of HUMANITIES,
Salary Scale 1.
Additional allowances payable: London Allowance £402, Social Priority Allowance £201 (£276).
This unexpected temporary vacancy offers the successful candidate the opportunity to work in a new and rapidly developing school.
While this is a temporary position in the first instance the possibility of a permanent position may arise. Candidates should be interested in the potential of an integrated Humanities curriculum catering for Years 1-5 in a large multicultural school.
Application forms and further details available from the Headmaster at the School.
Chief Education Officer, Education Offices, Somerset Road, N17 9EJ.

Mathematics

Heads of Department

DERBYSHIRE
EDUCATION COMMITTEE
MICKLEOVER SCHOOL
Murray Road, Mickleover, Derby DE3 5LD
Headmaster: A. Marston Hudson, B.A.
Required for September, 1977, HEAD of Department, Scale 5, MATHEMATICS GRADUATE. Thorough knowledge of S.M.P. essential.
Applicants should write to the Headmaster at the school for full details and an application form. A stamped addressed envelope is essential. Final year students will be welcome applicants.

HAMPSHIRE
PLAINS SCHOOL
New Alresford, Hants, SO24 9[illegible]
(11 to 16 Comprehensive Mixed; 800 on roll)
HEAD of MATHEMATICS (Scale 4).
Stamped addressed envelope to Head for details.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DARTFORD TECHNICAL HIGH SCHOOL FOR BOYS
Wilmington Hall, Wilmington, Dartford, Kent, DA2 7DA
Headmaster J. O. Edgeler, B.Sc., F.I.M.A.
Selective school for 800 boys aged 11 to 18 plus.
The school occupies modern buildings in rural surroundings and Outer London Fringe allowance is payable.
Required for September 1977 a HEAD of the MATHEMATICS Department Scale 5. There is a strong mathematical sixth form; the Kent Mathematics Project has been introduced into the lower school.
Applications, by letter in the first instance enclosing names and addresses of two referees, to the Headmaster by March 14th 1977.

NORTHAMPTONSHIRE
MOULTON SCHOOL,
West Street, Moulton, Northampton NN3 1SD
Required for September 1977 or earlier if possible HEAD of MATHEMATICS Scale 4.
An experienced GRADUATE TEACHER is required for this Senior post in a developing comprehensive school. A new mathematics block is due for completion by September, 1977 and the subject is taught mostly traditionally.
The school has 700 pupils 11 to 16 and it is hoped to start "A" level work in 1978.
Closing date for applications March 18th, 1977.
Application forms and further details from Headmaster (stamped addressed envelope).

REDBRIDGE
(London Borough of)
BEAL HIGH SCHOOL
Woodford Bridge Road, Redbridge, Ilford
Telephone: 01-550 2733
Head: Mr M. J. Maund, M.A.
Suitably qualified and experienced TEACHER of MATHEMATICS (Scale 4) required for September 1977 to lead a strong department in this recently reorganised 11 to 18 mixed comprehensive school. Traditional Mathematics is taught throughout the school. Outer London Allowance is payable.
Further details and an application form may be obtained from the Headmaster at the School.

STAFFORDSHIRE
EDUCATION COMMITTEE
BELGRAVE COMPREHENSIVE SCHOOL
[illegible] Bush Road, Belgrave, Tamworth
(Roll 850)
Required for September 1977, a HEAD of MATHEMATICS, Scale 4, for this new comprehensive school. A well-qualified and experienced teacher is sought who will take responsibility for the work of the mathematics faculty throughout the school in developing courses appropriate to the needs and the abilities of the pupils.
Further particulars and application forms obtainable from and returnable to the Headmaster (stamped addressed envelope).

SUTTON
(London Borough of)
GREENSHAW HIGH SCHOOL,
Grennell Road, Sutton, Surrey
Required for September, experienced, well-qualified TEACHER for HEAD of a MATHEMATICS department of eight staff (Scale 4) in this six-form entry flourishing mixed comprehensive. Modern Mathematics compulsory throughout the main school leading to "O" and C.S.E. Computer Studies to "O" and C.S.E. In the Sixth Form, Pure, Applied, Pure with Statistics and Further Mathematics are taught to "A" and Statistics to "O" level (24 passes in "A" Pure Mathematics summer, 1976). London allowance £254.
Apply by letter with curriculum vitae and names and addresses of two referees, to Headmaster as soon as possible.

Other Posts on Scale 2 and above

AVON COUNTY
EDUCATION COMMITTEE
CHEW VALLEY SCHOOL
Chew Magna
(11 to 18 Comprehensive: 1,000 boys and girls)
Required for September: Experienced MATHEMATICS TEACHER (Scale 2) to be responsible for Mathematics in the first, second and third years.
The school is situated in grounds of 30 acres, in the heart of the countryside, overlooking Chew Valley Lake, four miles south of Bristol.
Application forms and further information from the Headmaster on receipt of a stamped addressed envelope.

CORNWALL
EDUCATION COMMITTEE
There is a scheme for removal expenses.
COUNTY GRAMMAR SCHOOL FOR GIRLS
Penzance, Cornwall TR18 2SA
(Number on roll approximately 700)
Headmistress, Mrs M. P. Byrne, B.Sc.
MATHEMATICS—Scale 3
For September, 1977, GRADUATE to teach MATHEMATICS throughout the School up to and including Advanced level and University Entrance Standard. This is a Scale 3 post for a suitably qualified candidate.
Application forms and further details can be obtained from the Headmistress at the school on the receipt of a stamped addressed envelope. They should be returned to the school within two weeks of the appearance of this advertisement.
K. Cruise, Secretary for Education, Education Department, County Hall, Truro, Cornwall.

CROYDON
(London Borough of)
ASHBURTON HIGH SCHOOL
Shirley Road, Croydon, CR9 7AL
Tel.: 01-656 1823
Tenable immediately
TEACHER required to be second in MATHEMATICS Department. S.M.P. is taught throughout the school which has its own computer terminal.
Salary, Burnham Scale 3 with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope for application form from and returnable to the Head Teacher at the above address as soon as possible.

EAST SUSSEX
BEACON SCHOOL
Crowborough
Required for September 1977, TEACHER of MATHEMATICS for a new Scale 2 post. The person appointed will be expected to teach over the whole age and ability range, including "A" level, and to accept a major responsibility for some aspect of the Department's work, which is based on SMP.
Scheme of relocation grants available in approved cases.
Application forms and further details from the Headmaster, Beacon School, East Beeches Road, Crowborough (foolscap stamped addressed envelope).

EAST SUSSEX
Applications are invited for a Scale 2 post on the Authority's County Itinerant Staff. The person appointed would mainly be expected to take MATHEMATICS in Secondary Schools.
Travelling allowances paid. Ability to drive a car is essential.
Relocation grant is available in approved cases.
Further particulars and application forms from The Chief Education Officer, P.O. Box 4, County Hall, St. Anne's Crescent, Lewes (Self-addressed envelope, please).

ESSEX
THE FURTHERWICK PARK SCHOOL
(Roll 1,150)
Furtherwick Road, Canvey Island SS8 7AZ
(Tel: Canvey 2157/8)
Scale 3, DEPUTY for MATHEMATICS. A promising young mathematician with a knowledge of recent developments required for September or before.
Application forms and further particulars may be obtained from the Head of the school, to whom completed forms should be returned.

HAMPSHIRE
CHURCHER'S COLLEGE
Petersfield
Voluntary Aided Grammar School (330 day boys, 116 boarders)
Required for April, a suitably qualified GRADUATE to teach MATHEMATICS (to "A" Level). (Scale II for an experienced applicant.) The post could be resident with free board and lodging during term time, in return for boarding duties.
Applications to the Headmaster, including the names of two referees.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
HERTFORDSHIRE AND ESSEX HIGH SCHOOL
Bishop's Stortford
Herts. CM23 5NU
GRADUATE for MATHEMATICS (S.M.P.) required September to teach to Ordinary and Advanced Levels and maintain high standards in this department. Computer terminal at school.
Scale 2 post for a suitably experienced candidate. Applications from beginners also welcome.
Please apply to the Headmistress with details of qualifications, and names and addresses of referees.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
RICHARD HALE SCHOOL
Hale Road, Hertford
(780 boys, first three years all-ability, Sixth Form 150)
MATHEMATICS GRADUATE required September to teach the subject throughout the school including an adequate share of Sixth Form work. Interest in Computer Studies desirable but not essential. Ability to take some games a recommendation.
Scale 2 post available for candidate with suitable qualifications and experience. We are looking for a teacher who will be able to contribute constructively to our efforts to evolve satisfactory syllabuses and teaching methods for an all-ability school.
Apply immediately (no forms) to the Headmaster, giving details of qualifications, experience, extra-curricular interests, etc.

LONDON
SKINNERS' COMPANY'S SCHOOL FOR GIRLS
117 Stamford Hill, N16 5RS
Telephone: 01-800 7411
MATHEMATICS
Required for the Summer Term 1977 if possible, a qualified TEACHER to join the Mathematics Department, as second in the department (Scale 3). Ability and willingness to teach some Physics would be an added qualification. There will be every opportunity to share the teaching of the subject up to "A" level, and to participate in curriculum planning.
Apply by letter to the Headmistress giving details of qualifications and experience and enclosing copies of recent testimonials and the names of two referees. Enquiries before making application would be welcomed...

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post —
BEESTON GIRLS SECONDARY SCHOOL
Nether Street, Beeston, Nottingham NG9 2AT
Headmistress, Miss H. H. Herring (Girls 365)
For Easter, enterprising TEACHER (Scale 2) of MATHEMATICS and some BIOLOGY, to contribute to curriculum development within a modern mathematics framework to C.S.E. level.
Applications (no forms) to the Headmistress with names of two referees, as soon as possible.

SANDWELL
(Metropolitan Borough of)
HEATHFIELD HIGH SCHOOL,
Trinity Street, Cradley Heath, Warley, West Midlands
Required as soon as possible:
MATHEMATICS TEACHER—Scale 2 Post available for suitable applicant. To teach mathematics up to C.S.E. and G.C.E. "O" level standard.
Application forms available from, and returnable to, the Head Teacher at the school.

Scale 1 Posts

BERKSHIRE
BRAKENHALE SCHOOL
Rectory Lane, Bracknell
For April, for this 11-18 mixed comprehensive school, roll 1,480: A TEACHER of MATHEMATICS, temporary in the first instance for the Summer Term only.
Forms, etc., from the Headmaster. Closing date: 7th March.

BEXLEY
(London Borough)
BEXLEY TECHNICAL HIGH SCHOOL FOR BOYS
(Roll 782)
TEACHER of MATHEMATICS (SMP) and Physics (Nuffield) as soon as available. Opportunity for "O" and "A" level work for suitably qualified candidate.
I.A.A. £207. Assistance with removal expenses, legal fees and disturbance allowance can be considered.
Application forms obtainable from Chief Education Officer for Schools (C7), Town Hall, Crayford, Kent.

BIRMINGHAM
KING EDWARD'S GRAMMAR SCHOOL FOR GIRLS
Rose Hill Road, Birmingham 21
(Voluntary aided: 740 girls)
MAN or WOMAN required in September to share in the teaching of MATHEMATICS throughout the School up to "A" level and scholarship standard.
An interest in modern mathematics would be an advantage.
Apply by letter (no forms) to the Headmistress at the School, giving details of qualifications and experience, copies of recent testimonials and names of academic referees.

DEVON
IVYBRIDGE SCHOOL AND COMMUNITY COLLEGE
Harford Road, Ivybridge, Devon
Required for a temporary or permanent appointment:
A TEACHER for MATHEMATICS with ability to teach to "O" level. Scale 1.
Application forms (stamped addressed envelope) from Headmaster, returnable to him within 14 days.

EAST SUSSEX
COUNTY COUNCIL
HASTINGS SECONDARY SCHOOL FOR BOYS
Headmaster Mr. A. F. Klimber, M.A.
Required for September, 1977—ASSISTANT to teach S.M.P. and C.S.E. MATHEMATICS. Initially one year appointment whilst member of staff seconded. Scale 1 post.
Application forms (to be returned by Monday, 28th February, 1977) from the Headmaster at the school, Priory Road, Hastings.

ENFIELD
(London Borough of)
EDUCATION COMMITTEE
EDMONTON SCHOOL
(Mixed Comprehensive)
Great Cambridge Road, Enfield, Middlesex
(Roll 1,400)
MATHEMATICS TEACHER required for September to join a flourishing Department with well-established courses to "A" and "S" levels.
Consideration given to the following: 100% removal expenses (£2,000 maximum), generous assistance with relocation costs, temporary housing accommodation for up to two years, £10 per week lodging allowance (up to four months) in certain cases.
Application forms (stamped addressed envelope) obtainable from the Headmaster to whom they should be returned as soon as possible.

ESSEX
THE DEANES SCHOOL
(Roll 1,250)
Daws Heath Road, Benfleet SS7 2TD
(Tel.: Rayleigh 73545)
MATHEMATICS
Required for September, 1977, SPECIALIST to teach up to G.C.E. "O" level. Excellent subject centre; main course S.M.P. Post would be suitable for newly qualified entrant to profession.

COLBAYNS HIGH SCHOOL
(Roll 1,540)
Clacton-on-Sea
(Tel.: Clacton-on-Sea 20131)
MATHEMATICS
Required for September, following continued expansion of school, qualified TEACHERS offering one or more of the following subjects: MATHEMATICS, CHEMISTRY, GENERAL SCIENCE, PHYSICAL EDUCATION (BOYS), PHYSICAL EDUCATION (GIRLS), HISTORY, BOYS' TECHNICAL SUBJECTS.
In September the full ability range will have reached Year 5. There is already a flourishing sixth form; successful candidates will have opportunity of teaching at all levels.
Application forms and further particulars may be obtained from the Head of the school concerned to whom completed application forms should be returned.

HEREFORD AND WORCESTER
COUNTY COUNCIL
EDUCATION DEPARTMENT
KIDDERMINSTER
KING CHARLES I SCHOOL
Chester Road South, Kidderminster, Worcs. DY10 1XA
A MATHEMATICIAN (Scale 1) is required from September 1977. From September the School is a 13 to 18 mixed Grammar School, becoming a comprehensive school as successive 10-form, mixed, comprehensive entries are admitted from September 1976. The Mathematics Department is a large one, teaching up to Open Scholarship Level. The person appointed would be expected to teach at all levels and to contribute to the extra-curricular life of the school.
Applications should be by letter, including the names and addresses of two referees to the Headmaster from whom further information is available on request.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
BOYS' HIGH SCHOOL
London Road, Bishop's Stortford
(800 on roll)
TEACHER required September for MATHEMATICS — Herts Computer Managed Mathematics Scheme operating in junior classes — post most suitable for a young teacher to gain experience in a most active and successful department.
Applications to the Head, naming two referees.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
CHESHUNT SCHOOL,
Windmill Lane, Cheshunt
(907; mixed; 120 taking Advanced level)
MATHEMATICS TEACHER (permanent) required in April to teach throughout school and to include Computer Studies up to "O" level. London allowance £150. Temporary teacher for the summer term considered. Ideas, enthusiasm and ability to work in team teaching situation sought. Upper sixth form selective; rest of school of varying abilities; 185 fifth year taking single examination. Modern mathematics. New buildings include mathematics laboratory. One of 14 in country on computer-aided mathematics teaching project; linked with Hatfield Polytechnic by computer terminal.
Please apply Headmaster (no forms) with curriculum vitae, naming two referees and stating extra-curricular activities.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
ST. MARY'S HIGH SCHOOL
(CHURCH OF ENGLAND)
Churchgate, Cheshunt
(867 pupils mixed)
TEACHER of MATHEMATICS required September with some Junior Science to teach across the ability range.
Both departments are well staffed and equipped.
Applications (no forms) with full curriculum vitae and names and addresses of two referees to the Headmaster.

HERTFORDSHIRE
COUNTY COUNCIL
NORTH HERTS DIVISION
HITCHIN GIRLS' SCHOOL
Highbury Road, Hitchin, SG4 9RS
(Group 10) (Sixth Form 190)
GRADUATE required for September 1977 to teach MATHEMATICS and GENERAL SCIENCE from first to fifth years to children of all abilities.
Apply to the Headmistress at the school with details and testimonials giving the names of two referees.

HIGH WYCOMBE
ROYAL GRAMMAR SCHOOL
(900 boys, 340 in the Sixth Form)
MATHEMATICS GRADUATE required for September, 1977, to teach MATHEMATICS throughout the School to "O", "A" and "S" level.
Traditional Mathematics and Statistics are taught. The school is situated in buildings which are an attractive blend of traditional and modern styles, one mile from the town centre.
Salary according to experience; applications from newly qualified teachers will be welcomed, as will a willingness to participate in extra-curricular activities.
Apply by letter giving curriculum vitae and names and addresses of two referees, to the Headmaster, from whom further details may be obtained.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GILLINGHAM DIVISION
GILLINGHAM TECHNICAL HIGH SCHOOL
Required for September: a TEACHER of MATHEMATICS up to at least "O" level, with the possibility of sixth form work for a suitable candidate. The ability to teach Statistics up to "A" level would be a recommendation.
Gillingham Technical High School is a five form entry coeducational selective school, the roll for September, 1977, will be 930 (170 in Sixth Form). There is a computer link.
Further details and application form available on receipt of a stamped addressed envelope, from H. Keen, Ph.D., Headmaster, Gillingham Technical High School, Pump Lane, Rainham, Kent.

DOVER DIVISION
ARCHERS COURT SECONDARY [illegible]
Honeywood Road, Whitfield, Dover
(Group 10)
Scale 1
Required for this eight form entry mixed School for the Summer Term 1977, a well qualified TEACHER of MATHEMATICS to teach the subject throughout the school and to C.S.E./G.C.E. "O" level.
For further details and application forms apply to the Headmaster at the school.

LONDON, W.12
BURLINGTON DANES SCHOOL
(S.M.)—Scale 1 post
The school has recently been formed by the amalgamation of two adjacent grammar schools, and has over 300 pupils in the Sixth Form. There is a full range of "O" and "A" level work. The first fully comprehensive intake is planned for September, 1977.
Required for September, 1977, a TEACHER of MATHEMATICS. The ability and willingness to assist in general school activities would be an advantage, as would an interest in computing. Teaching throughout the school available for a suitable candidate.
Apply by letter with curriculum vitae and the names of two referees to the Head Teacher at Du Cane Road, London, W.12, as soon as possible.

NEWHAM
(London Borough of)
ST. JOHN'S R.C. SCHOOL,
Green Street, London E13 9AX
(Roll: 698, Coeducational)
Head Teacher, Mr. E. J. M. Lown
Required September, 1977:—
TEACHER of MATHEMATICS, Scale 1.
A suitably qualified TEACHER seeking a first teaching appointment would be considered for this post.
Applicants should be practising Catholics and be in possession of the Roman Catholic Teachers Religious Certificate, its equivalent, or be prepared to study for the qualification.
Burnham Scales plus London Allowance £402 plus Annual Supplement £312.
Application forms may be obtained from the Head Teacher (tel. 552 3102) and should be returned to the school as soon as possible.

NORTHAMPTONSHIRE
WRENN SCHOOL,
London Road, Wellingborough, Northants, NN8 2DQ
Required in September, 1977, a TEACHER to share the teaching of MATHEMATICS to C.S.E. and G.C.E. Ordinary level. A modern approach is essential and a willingness to teach the full ability range. Some Sixth Form work can be offered to a suitably qualified candidate.
Wrenn School is an 11 to 18 co-educational comprehensive school which had its first comprehensive intake in September, 1973. It has a strong mathematical tradition and a variety of courses are offered, including Computer Studies both at Ordinary level and in the Sixth form. Applications from newly qualified teachers are welcomed.
Application forms and further details from the Headmistress (stamped addressed envelope).

CITY OF SALFORD
EDUCATION DEPARTMENT
HOPE HIGH SCHOOL,
Eccles Old Road, Salford M6 8HT
(11-16 mixed, comprehensive, 960 pupils)
Required as soon as possible:—
TEACHER, MATHEMATICS
Scale 1
Candidates must be capable of teaching both gifted and less able pupils up to C.S.E. and G.C.E. "O" level.
Please send stamped addressed envelope for application form to the Head Teacher, to whom completed applications should be returned as soon as possible.

SANDWELL
(Metropolitan Borough of)
MANOR HIGH SCHOOL
Friar Park Road, Wednesbury, West Midlands
This is a developing coeducational community school for 1,300 pupils (11 to 19). It occupies modern, well-equipped buildings, which include a Youth Wing and provision for Adult Education.
Required for September, 1977, MATHEMATICS TEACHER, Scale 1 post. To join large Mathematics Department, which runs courses up to "A" level.
Letters of application, giving curriculum vitae and extra-curricular activities, should be forwarded, immediately, to the Head Teacher at the school (telephone 021-556 [illegible]).

SHROPSHIRE
EDUCATION COMMITTEE
MADELEY COURT COMPREHENSIVE SCHOOL
Court Street, Madeley, Telford, Salop
For April or September, a MATHEMATICS TEACHER to teach throughout this 11 to 18 comprehensive community school, developing mixed-ability and individual work approaches.
Further details from Head (stamped addressed envelope).

STAFFORDSHIRE
FRIARY GRANGE SCHOOL,
Friary Grange, Lichfield WS13 7EW
Roll: 1,200 (mixed)
Required for Easter or September, ASSISTANT TEACHER of MATHEMATICS (Scale 1) to teach initially in the main school (years 1 to 5); S.M.P. courses are followed. Examination work may be available for a suitably qualified candidate.
Applications should be sent to the Headmaster at the school, from whom further particulars may be obtained.

SUTTON
SUTTON HIGH SCHOOL FOR GIRLS
G.P.D.S.T.
55 Cheam Road, Sutton, Surrey
Needed in September, a full-time ASSISTANT in the MATHEMATICS Department to share in the teaching throughout the school up to and including Advanced level.
Applications with testimonials to the Headmistress as soon as possible.

WEST SUSSEX
COUNTY COUNCIL
MID-SUSSEX AREA
TANBRIDGE HOUSE SCHOOL,
Worthing Road, Horsham RH12 1SR
Required September, TEACHER of MATHEMATICS, to "O" level, with special interest in junior school work. The school is in transition to an 11-16 co-educational comprehensive school and in September the first comprehensive intake will have reached the second year.
Form and details from Headmistress on receipt of stamped addressed envelope.

WEST SUSSEX
MID SUSSEX AREA
DOWNLANDS SCHOOL
Dale Avenue, Hassocks BN6 8LP
Required September, 1977, TEACHER of SCIENCE, Scale 1, mainly biology to "O" level with some S.M.P. mathematics. Developing 11 to 16 comprehensive school in attractive area. Experience in comprehensive school an advantage.
Form and details from Headmaster on receipt of stamped addressed envelope.

WILTSHIRE
DEVIZES SCHOOL
The Green, Devizes, Wiltshire
Telephone Devizes 4886
Required for September, 1977, a MATHEMATICS SPECIALIST. Ability to teach S.M.P. MATHEMATICS essential.
Opportunities for examination work. Well-developed courses at all levels up to University entrance in an experienced well-staffed department.
This fully comprehensive school for 1,500 boys and girls aged 11 to 19, 180 in Sixth Form, is pleasantly sited in 42 acres of playing fields and parkland.
Please apply by letter to the Headmaster stating interests, e.g., Music, Drama, Duke of Edinburgh Scheme, Games and enclosing one testimonial and names of two referees.

WILTSHIRE
THE MATRAVERS SCHOOL
Westbury
(11 to 16 Mixed Comprehensive, 900 on roll)
Required for September, 1977, a MATHEMATICS TEACHER to work in a Department offering courses to G.C.E. "O" level and C.S.E. in an expanding school. There may also be an opportunity to teach Computer Studies.
The S.M.P. scheme is used throughout the school.
New accommodation for the Maths Department is expected to be ready in September.
Further details and application forms may be obtained from the Headmaster, to whom they should be returned not later than 7th March.

WORCESTERSHIRE
MALVERN GIRLS' COLLEGE
Independent Boarding School for 600 girls; Sixth Form of 17[illegible]
Department of six. A qualified good honours GRADUATE required in September to share in the teaching of MATHEMATICS to University Scholarship standard. The school follows the School Mathematics Project up to Advanced level. An interest in computing would be an advantage. The post is non-resident.
Applications to the Headmistress, with copies of testimonials and name and address of two referees.

V.S.O. needs MATHEMATICS TEACHERS to work overseas from September, 1977. See advertisement in SCIENCE Section.

SECONDARY continued

Modern Languages

Heads of Department

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
BEECH HILL HIGH SCHOOL
Dunstable Road, Luton LU4 8BW
Headmistress: Mrs V. Mitchell-Davies, B.A. (Hons.)
Required for September, 1977, HEAD of the DEPARTMENT of MODERN LANGUAGES. Salary Scale 5 plus S.P.A. allowance. The vacancy is in a mixed comprehensive high school in the 11 to 16 age range with 650 pupils from multi-cultural backgrounds on roll.
It is hoped to appoint a well qualified and experienced teacher possessing both organising ability and the requisite vision and vitality to expand the existing Department. Courses leading to G.C.E./C.S.E. examinations in French, Spanish and German. A modern Language Laboratory is scheduled to be completed by March, 1978.
Some assistance with accommodation may be possible.
Application forms obtainable from the Headmistress.

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
Education Department, The Civic Centre, Lampton Road, Hounslow, TW3 4DN
HESTON SCHOOL
Heston Road, Heston, Hounslow, TW5 0QR
Headmaster: Mr M. G. Moulton B.A.
11 to 18 Co-educational Comprehensive School. (Roll 850).
Required for September 1977 HEAD of MODERN LANGUAGES (Scale 4).
Applications are invited from well-qualified and experienced teachers, capable of directing and developing the work of the department across the whole age and ability range.
London Allowance (£297) payable.
Application forms and further details of the post may be obtained from the Headmaster. Closing date: Wednesday, 2nd March 1977.
The Education Committee has power to consider applications from experienced teachers for assistance towards removal, disturbance or separation expenses.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MAIDSTONE DIVISION
MAIDSTONE GIRLS' GRAMMAR SCHOOL
Buckland Road, Maidstone
An academic Upper School for girls from 13 to 18 (800 girls: 270 in Sixth form). HEAD of MODERN LANGUAGES. Required September. Scale 4. French should be the main subject preferably with subsidiary German. Spanish also taught. All three languages are taken at G.C.E. "A" level and for Oxford and Cambridge entrance examinations.
Applications to the Headmistress enclosing curriculum vitae and naming two referees.

LINCOLNSHIRE
QUEEN ELIZABETH'S GRAMMAR SCHOOL
Station Road, Alford, Lincolnshire (Group 8, number on roll 300)
HEAD of MODERN LANGUAGES required from September, 1977. French and German to "O" and "A" level. Scale 3 available to suitably qualified and experienced applicant.
Closing date March 4, 1977.
Stamped addressed envelope to Headmaster for application form.

STAFFORDSHIRE
EDUCATION COMMITTEE
BELGRAVE COMPREHENSIVE SCHOOL
Bird's Rush Road, Belgrave, Tamworth
Required for September, 1977, HEAD of LANGUAGES, Scale 4, for this new Comprehensive School. A well qualified and experienced teacher is sought who is capable of leading a Faculty offering French and German as main languages and where mixed ability teaching is required.
Further particulars and application forms obtainable from and returnable to the Headmaster (stamped addressed envelope).

SUFFOLK
COUNTY COUNCIL
THURLESTON HIGH SCHOOL
(Mixed roll: 798)
Defoe Road, Ipswich IP1 6SG
Headmaster: Mr. P. S. Granville, M.A.
A HEAD of DEPARTMENT for MODERN LANGUAGES (Scale 5) is required at this 11 to 16 school to be reorganised as a comprehensive High school in September 1977.
At the moment the only language taught is French, but it is intended to introduce a second foreign language as soon as possible. Candidates whose major interest is in a language other than French will be especially welcome as will those who have an equal enthusiasm for two languages.
Forms of application and details of the post from the Headmaster at the school.

CHANNEL ISLANDS,
VICTORIA COLLEGE,
JERSEY
GRADUATE
REQUIRED FOR SEPTEMBER 1977
TO TEACH
FRENCH
up to 'O' level and possibly beyond.
German or Latin as a second language would be welcome.
Salary: Burnham Scale 1
Further details from the Headmaster.
Telephone: Monday to Friday,
Office hours only, 9.00 to 5.00.
(Jersey (0534) 37591)

WILTSHIRE
CASTLEDOWN SCHOOL
Tidworth/Ludgershall
Required for September 1977: HEAD of MODERN LANGUAGES (Scale 3).
This new Comprehensive, sited between Tidworth and Ludgershall, opens in purpose built accommodation in September 1977 as a six-form entry 11 to 16 mixed Comprehensive School, when two local secondary schools are reorganised.
Applications are invited from experienced TEACHERS to plan and develop suitable modern language courses for a developing comprehensive school, and to organise this new department.
Further details and a form of application may be obtained on receipt of a stamped addressed envelope from the Head Designate, Mr. N. J. Maurice c/o The Castle School, Ludgershall, Andover, Hants. SP11 9RB. Closing date: Friday 4th March 1977.

Other Posts on Scale 2 and above

BIRMINGHAM 14
KING EDWARD'S CAMP HILL SCHOOL FOR GIRLS
Vicarage Road
(Voluntary aided grammar school: 600 on roll 150 in sixth form)
Required in September, 1977: well qualified GRADUATE to teach GERMAN throughout the school to "A" level and university entrance standard. There is considerable scope for the development of the subject in a strong modern languages department.
Apply by letter (no forms) to the Headmistress at the address above giving curriculum vitae, copies of recent testimonials and the names and addresses of at least two referees.
The School, which is an old-established one, moved to new buildings on its present site in 1958 and is pleasantly situated in its own grounds in south Birmingham.

CROYDON
(London Borough of)
ECCLESBOURNE GIRLS HIGH SCHOOL
Ecclesbourne Road, Thornton Heath, Surrey CR4 7BH Tel. 01-684 [illegible]
Tenable 1st September 1977.
TEACHER of FRENCH to take charge of this Department. There is a well equipped Language Laboratory. The person appointed will be expected to organize visits to France. Ability to teach GERMAN would be an advantage.
Salary, Burnham Scale 2 with London Area Allowance, for suitably qualified applicant.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope for application form from and returnable to the Head Teacher at the above address by 28th February 1977.

DUDLEY
METROPOLITAN BOROUGH
THE EARLS HIGH SCHOOL
Grammar School Lane, Halesowen, West Midlands B63 3SL
(13-18 co-educational comprehensive, 900 on roll)
Required for April 20, 1977, TEACHER to be responsible for GERMAN and share teaching of FRENCH (both to "A" level). Well-established G.C.E. and C.S.E. courses. Scale 3 post for suitably qualified/experienced candidate.
Applications to Headmaster, giving full details and naming two referees.

HILLINGDON
(London Borough of)
ST. MARTINS CHURCH OF ENGLAND SECONDARY SCHOOL
(Headmaster R. D. Ridge, J.P.)
Required for April 1977, experienced TEACHER of FRENCH to teach the subject throughout the school—Scale 2.
In September 1977 the school will be combined with another to form a 5-form entry Church of England Aided Comprehensive.
Please apply by letter to the Headteacher at the school.
London allowance payable. 75 per cent removal expenses and some assistance with accommodation in appropriate cases.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
TUNBRIDGE WELLS GRAMMAR SCHOOL
(800 girls, 200 in 6th form)
Required for September, full-time TEACHER of GERMAN, second in a department of four, with the possibility of becoming head of department in the future, to teach German throughout the school to Oxford entrance level, also some French (or Spanish).
All girls study German in second and third years and the majority complete the "O" level course. A substantial number continue to "A" and "S" level. An exchange link with Germany has been established for 25 years.
Apply direct to Headmistress, with testimonials and names of referees.

Scale 1 Posts

AVON COUNTY
EDUCATION COMMITTEE
FILTON HIGH SCHOOL
New Road, Stoke Gifford, Bristol BS12 6QU
(Co-educational comprehensive 1,400)
Required for Summer Term: TEACHER for FRENCH and GERMAN (Scale 1).
Modern Languages well established. Teaching available to "A" level—Language laboratory, pupil exchange with France and Germany. Post temporary or permanent. Teaching competence and pastoral concern essential.
Applications to Headmaster in letter quoting two referees immediately.

BERKSHIRE
[illegible] GIRLS' SCHOOL
Spencers Wood, near Reading RG7 1ED
For September, for this mixed comprehensive school (roll 650), a graduate TEACHER of GERMAN. German is the first foreign language and is a common core subject taught to all pupils.
This could well be a first appointment.
Lodging allowance and removal expenses scheme in operation.
Application forms and further details from the Headmaster (stamped addressed envelope). Please quote WSA 1626.
Closing date, February 28.

BERKSHIRE
THE HOLT SCHOOL
Holt Lane, Wokingham
For September, for this comprehensive school for 1,000 girls with Grammar School in years 6 and 7, a qualified TEACHER of FRENCH. Ability to teach GERMAN as a second language and an interest in EUROPEAN STUDIES would be recommendations. Well-established courses exist at "O", "A" and C.S.E. Mode 3 levels, 34 booth language laboratory.
Lodging allowance and removal expenses schemes in operation.
Forms and further details from the Headmistress. Please quote WSA 1566. Closing date, 28 February.

BRISTOL
BRISTOL GRAMMAR SCHOOL
(1,000 boys. Direct Grant/Independent)
University Road
Bristol BS8 1SR
Tel. Bristol 36006.
Scale 1
Needed September 1977, a GRADUATE to teach FRENCH and GERMAN to all levels in the school. Over 50 boys are currently studying languages in the Sixth Form. While French is the principal foreign language, both German and Russian are introduced as options early in the Middle School. Willingness to help with extra-curricular activities, e.g. Sport or C.C.F., an advantage.
Salary Burnham Scale according to experience and qualifications.
Applications to Headmaster enclosing c.v. and names of two referees.

BROMLEY
(London Borough of)
RAVENSBOURNE SCHOOL FOR BOYS
Hayes Lane, Bromley, Kent
(1,060 boys, 170 in Sixth Form)
A MASTER or MISTRESS is required for September, 1977, to teach FRENCH with the possibility of some GERMAN. The languages are taught at all levels in the school up to Advanced and Scholarship levels.
Subject to certain conditions, removal and storage expenses, disturbance allowance and grants towards legal costs are payable to teaching staff appointed from outside the London area.
Letters of application (no forms), including copies of two testimonials and the names of two referees should be sent to the Headmaster as soon as possible.

CANTERBURY
KENT COLLEGE
(Direct Grant. Coeducational)
Required in September: a graduate TEACHER of MODERN LANGUAGES (German and French). Willingness to assist with games will be a strong recommendation. Salary above Burnham.
Apply to the Headmaster, giving full details of qualifications and names of referees.

CHESHIRE
EDUCATION COMMITTEE
WINSFORD VERDIN COMPREHENSIVE SCHOOL,
High Street, Winsford
Mixed: 10-form entry; age range 11 to 18; 1,400 pupils including 120 in VIth Form. Comprehensive since 1970 (formerly Grammar and Secondary Schools).
Required for April or September, 1977, MODERN LANGUAGES TEACHER—FRENCH or GERMAN or both—to teach to all levels of ability 11 to 16, with opportunity for VIth form work for suitably qualified candidate in C.S.E., "O" and "A" level courses, in a well-established and successful Department.
Application forms to be obtained from, and returned to the Headmaster as soon as possible.

COVENTRY
COVENTRY SCHOOL
(King Henry VIII and Bablake)
Modern Linguists seeking either a first appointment or promotion are asked to see the school's two insertions under Independent Schools.

COVENTRY (City of)
STOKE PARK MIXED COMPREHENSIVE SCHOOL
(770 on roll)
Formerly Girls' Grammar. Six-form entry in years 1 to 3 by September, 1977.
Required Autumn Term.
FRENCH throughout school to "A" level. Audio visual methods in Lower School. Scale 1.
Closing date 10 days after appearance of advertisement.
Apply by letter giving full details, age, qualifications, experience and names and addresses of two educational referees to the Headmistress at the school, Dane Road, Coventry CV2 4JW.

DERBYSHIRE
EDUCATION COMMITTEE
MICKLEOVER SCHOOL
Murray Road, Mickleover, Derby DE3 5LD
Headmaster, A. Marston, Hudson, B.A.
Required for September 1977 GRADUATE TEACHER of FRENCH and GERMAN. The German is as important as the French. Scale 1.
Applicants should write to the Headmaster at the school for full details and an application form. A stamped, addressed envelope is essential. Final year students will [illegible]

DEVON
CHURSTON GRAMMAR SCHOOL
Brixham
GRADUATE (Scale 1) required to join department which enters candidates for all public examinations up to "S" level. Work available to suit ability of appointee. Interest in out-of-school activities welcomed.
Further details and application forms (stamped addressed foolscap envelope) available from (and to be returned to) Headmaster.

DEVON
HELE'S BOYS HIGH SCHOOL
Exeter
(Roll 1,000)
Applications are invited from suitably qualified persons for the post of ASSISTANT TEACHER for FRENCH and GERMAN. Scale 1 post.
The successful applicant will be expected to take up the appointment in September 1977.
Application forms and further details (stamped addressed envelope please) from Headmaster, Hele's School, Bonhay Road, Exeter (returnable by 11th March 1977).

DEVON
PLYMSTOCK SCHOOL
Church Road, Plymstock, Plymouth
(Comprehensive, co-educational, 2,000 on roll)
Required from April 18, 1977, a TEACHER of FRENCH and/or GERMAN. Temporary post for Summer Term only.
Application forms (stamped addressed envelope) from the Headmaster, returnable to him within 11 days.

DONCASTER
EDUCATION COMMITTEE
DANUM GRAMMAR SCHOOL
Armthorpe Road, Doncaster DN2 5QD
Telephone Doncaster 78585
910 on Roll
210 in Sixth Form
Required for Easter if possible, TEACHER of FRENCH—Scale 1
An ability to teach a second subject (History or Geography) would be an advantage but is not essential.
Applications are welcome from those unable to take up the post until September.
Further details and application forms are available from the Head of the above school. Closing Date 11 March 1977.

DONCASTER
EDUCATION COMMITTEE
THORNE GRAMMAR SCHOOL
St Nicholas Road, Thorne, Doncaster DN8 5BQ
Telephone Thorne 812174
(Number on Roll: 1,107)
TEACHER of FRENCH and GERMAN Scale 1
Required for September Master/Mistress, preferably graduate, for French and German in this 13-18 Comprehensive School.
Applications will be welcome from teachers seeking a first appointment apply by letter to the Headmaster giving brief details and the names of two referees.

EALING
(London Borough)
EDUCATION SERVICE
WALFORD HIGH SCHOOL
Bengarth Road, Northolt, Middlesex
(1,300 boys and girls (13 to 18 years))
Required from September, 1977, a MASTER or MISTRESS to teach FRENCH, Scale 1. If either German or Italian could also be offered this would be helpful though not essential.
The school is in modern buildings. The excellent facilities include a language laboratory.
London Allowance of £403. In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses whilst looking for accommodation.
Application forms obtainable from the Head at the school (stamped addressed envelope) to be returned as soon as possible.

EAST SUSSEX
EASTBOURNE AREA
EASTBOURNE GRAMMAR AND HIGH SCHOOL
For September 1977: a TEACHER to teach FRENCH and GENERAL SUBJECTS (Scale 1).
Relocation grants available in approved cases.
Application forms and further details from the Headmaster, Eastbourne Grammar School, King's Drive, Eastbourne, East Sussex BN21 2UN (stamped, addressed foolscap envelope, please). Closing date: 4th March.

EAST SUSSEX
SEAFORD HEAD SCHOOL
(Mixed Comprehensive: 1,100 pupils)
Required in September: a TEACHER of FRENCH (Scale 1) to share in the teaching of the subject throughout the school. Ability to teach some German would be an advantage. Good facilities include 32-place language laboratory.
Scheme of relocation grants available in approved cases.
Application forms and further details from the Headmaster, Seaford Head School, Arundel Road, Seaford (stamped addressed foolscap envelope). S/GF/SAT.

ESSEX
WEST HATCH HIGH SCHOOL
High Road, Chigwell, IG7 5BT
Telephone: 01-504 8216
(Roll: 1,300)
This selective High School is in transition to becoming comprehensive, with a well developed Sixth Form of 325 students. Outer London Fringe Area Allowance payable.
Required for September 1977, a GRADUATE TEACHER of GERMAN to complete the German team in the Modern Languages Department. This team has made an enthusiastic start to the teaching of German across the ability range in the first year. German is taught as an equal first language in the school and through to Advanced level.
Would applicants apply by letter in the first instance to the Headmaster at the school.

HARINGEY
(Borough of)
HORNSEY SCHOOL FOR GIRLS
Inderwick Road, London, N.8.
(1,420 pupils: 250 in the sixth form)
Required for summer term, 1977, only GRADUATE to assist with the teaching of FRENCH in the junior and middle schools.
Removal expenses, 100 per cent allowed: London allowance (£402) payable.
Forms of application (stamped addressed envelope) available from the undersigned, to be returned to Head of school as soon as possible.
Chief Education Officer, Education Offices, Somerset Road, N17 9EH.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
THE CHAFFORD SCHOOL
(Roll 957)
Coeducational
Lambs Lane, Rainham RM13 9XD
Supply TEACHER of FRENCH required to replace a member of staff on maternity leave (25th April, 1977 to 15th July, 1977), to take the subject up to fourth year level. Some sixth-form work could be available. Full or part-time appointment acceptable.
Please apply by letter to the Head Teacher giving full curriculum vitae and quoting two referees.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
PRESDALES SCHOOL
Hoe Lane, Ware
(Group 10)
TEACHER required September to teach FRENCH and some ENGLISH to junior forms. Experience not essential. Willingness to take games advantageous.
This girls' school has a grammar entry from the fourth year up but a wider ability range in the lower part of the school.
Applications with names of two referees direct to the Headmistress.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS. DIVISION
RICHARD HALE SCHOOL
Hale Road, Hertford
(780 boys, 160 in sixth form)
First three years will at that stage be all-ability, with the upper half of the school still a grammar school entry.
Required at the beginning of the summer term (April 1977), EITHER a SPANISH specialist able to teach the subject to "A" level and Oxbridge Scholarship standard, with subsidiary French up to "O" level OR a FRENCH specialist, preferably with subsidiary Spanish. In either case interest in giving help with games would be a recommendation.
Letters of application to the Headmaster, quoting name and address of two referees immediately.

HERTFORDSHIRE
COUNTY COUNCIL
NORTH HERTS DIVISION
THE KNIGHTS TEMPLAR SCHOOL
Park Street, Baldock SG7 6DZ
(Group 10)
(Co-educational Comprehensive
Number on Roll 780)
TEACHER of FRENCH (Scale 1) required September to teach to all levels including "A" and "S".
Further details obtainable from the Head.
Applications in writing naming two referees.

HERTFORDSHIRE
COUNTY COUNCIL
STEVENAGE DIVISION
THE HEATHCOTE SCHOOL,
Shephall Green, Stevenage
TEACHER for FRENCH/GERMAN, Scale 1, required Easter or September. Both languages to pupils of all ability up to 14 years, G.C.E. and C.S.E. thereafter.
Further details on request. Removal expenses may be paid.
Apply to the Head naming two referees.

HERTFORDSHIRE
COUNTY COUNCIL
CHESHUNT SCHOOL
Windmill Lane, Cheshunt, EN8 9AT
(905 mixed; 120 taking "A" level)
Headmaster: G. P. Warren M.A. (Oxon), A.M.B.I.M.
Required April: FRENCH TEACHER to "O" level (with some German, if possible). Temporary appointment for the Summer term considered. One hundred taking 16-plus single examination French. Upper Sixth Form selective; rest of school of varying abilities. Language laboratory. Well-equipped flourishing department. Russian and Latin also taught in the school.
London Allowance (£150).
Please apply Headmaster (no forms) with curriculum vitae, naming two referees and stating extra-curricular activities.

HILLINGDON
(London Borough of)
ABBOTSFIELD SCHOOL
Clifton Gardens, Hillingdon
(Number on roll 1,000; [illegible] in Sixth Form)
Headmaster, Mr. Evans, B.A.
Required for September, 1977.
TEACHER for GERMAN to teach the subject through the school. German and French are taught to "A" level and the school possesses excellent language laboratory and recording facilities. Ability to assist with some French teaching would be an advantage.
Application forms from and returnable to the Headmaster.
London Allowance payable.

ISLE OF MAN
BOARD OF EDUCATION
BALLAKERMEEN JUNIOR HIGH SCHOOL
(Co-educational Comprehensive, 11-14 years, 1,450 pupils)
Required for 1st September, 1977: TEACHER of FRENCH and GERMAN (Scale 1).
Application forms and further details from the Headmaster, Ballakermeen Junior High School, Douglas, Isle of Man, to whom completed forms should be returned by 11th March, 1977.

MIDDLESEX
HAMPTON SCHOOL
Day Independent, H.M.C.
825 boys
Required for September, 1977, a GRADUATE to teach FRENCH at all levels. Some Spanish could be made available.
Salary Burnham, with London allowance and Hampton supplement.
Apply with curriculum vitae and names of two referees to Headmaster, Hampton School, Hanworth Road, Hampton, Middlesex TW12 3HD.

SOUTH SHIELDS
(Borough of)
EDUCATION DEPARTMENT
BOLDON COMPREHENSIVE SCHOOL
11 to 19, Mixed
GERMAN, Scale 1.
Applications are invited from suitable qualified TEACHERS of GERMAN for well-established "O" and "A" level courses, with FRENCH in Lower School.
Application forms available on sending a stamped addressed envelope to the Head Teacher, Boldon Comprehensive School, New Road, Boldon Colliery, Tyne and Wear. Completed forms to be returned within 14 days of this advertisement.

WIRRAL
(Metropolitan Borough of)
ROCK FERRY HIGH SCHOOL
Ravenswood Avenue, Birkenhead, Wirral
Boys' Comprehensive
For beginning of Summer Term
MASTER or MISTRESS
Scale 1 post
Honours graduate preferred to teach SPANISH and FRENCH to "A" level standard. Ability to teach to University Scholarship standard an advantage. Temporary appointment for Summer term only would be considered.
Apply in writing giving details of qualifications, to the Headmaster at the school, from whom further details may be obtained.

V S O needs MODERN LINGUISTS to teach ENGLISH overseas from September 1977. See advertisement in ENGLISH Section.

Music

Heads of Department

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
HOUGHTON REGIS UPPER SCHOOL
Parkside Campus, Houghton Regis, Dunstable LU5 5PX
Headmaster Mr S. Robinson, M.A.
Required for April or September 1977, HEAD of MUSIC, Scale 3. An opportunity for a young music specialist with suitable teaching experience to continue the development of Music in this new and expanding school.
Specialist music rooms in buildings purpose designed for 1,100 on same campus as two feeder Middle Schools. Co-educational comprehensive 13-19. Sixth form courses started September 1976.
LEA MANOR HIGH SCHOOL AND COMMUNITY COLLEGE
Northwell Drive, Luton LU3 3TL
Headmaster: Mr. R. L. Austin, B.A.
Applications are invited for the post of HEAD of MUSIC DEPARTMENT, Scale 3, for September 1977.
Music is taught throughout the school and is organised within the Faculty of Creative Arts in the new purpose-built 11-16 Comprehensive School which is run on community lines. Number on roll 1,078.
The school is situated on an attractive site in the north of Luton on the edge of the Bedfordshire countryside.
Application forms and further details obtainable from the appropriate Headmaster.

BEXLEY
(London Borough of)
[illegible] SCHOOL
Yarnton Way, Erith
HEAD of MUSIC (Scale 3) required for Summer term if possible. Well equipped department. Mixed ability teaching methods.
L.A.A. (£297). Assistance with removal expenses, legal fees and disturbance allowance can be considered.
Application forms obtainable from Chief Education Officer for Schools (T.7), Town Hall, Crayford, Kent.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
PRESDALES SCHOOL
(Group X)
Hoe Lane, Ware
HEAD of MUSIC DEPARTMENT required September for this girls' school now in the process of developing from a grammar to a five-form entry all-ability school. The person appointed must be capable of teaching to G.C.E. Advanced level and should have a strong interest in choral and orchestral training. The post includes supervision of visiting staff taking individual and group lessons in a wide range of instruments. Scale III post for suitably qualified and experienced candidate.
Applications with names of two referees and any recent testimonials direct to the Headmistress.

LEEDS
BENTON PARK GRAMMAR SCHOOL
Harrogate Road, Rawdon, Leeds LS19 6LX
Telephone: 0532 502330
Required for September, a well-qualified and experienced HEAD of MUSIC. The school is in the process of reorganizing on comprehensive lines and numbers in the Sixth Forms are expected to increase.
Music is taught to all pupils in years 1 to 3 after which it becomes an option taken to "A", "O" or C.S.E. levels.
The person appointed will lead a team of two other experienced musicians and visiting peripatetic instrumental teachers. They will have every opportunity to develop the subject to a very high standard. Music is an important part of the community life and this is reflected in the large number of able musicians in the school.
The school is situated some eight miles to the north-west of Leeds in a semi-rural area within easy reach of the Yorkshire Dales.
Apply directly or by application form available from the school together with further particulars. Candidates should enclose a curriculum vitae and the names of two referees. Please enclose a stamped addressed envelope.

LEICESTERSHIRE
JOHN CLEVELAND COLLEGE
Forest View, Butt Lane, Hinckley, Leics
In the Leicestershire plan for the Organisation of Secondary Education
Upper 14-18
Roll 2,100
HEAD of MUSIC
Scale 5
Required April, a well-qualified GRADUATE with wide musical interests appropriate for work at C.S.E., "O", "A" and Scholarship levels. The successful applicant will be expected to be interested in extra curricula musical activities.
Further details from the Head. Apply immediately (no forms) with full particulars and the names and addresses of two referees (stamped addressed envelope).

WILTSHIRE
CASTLEDOWN SCHOOL
Tidworth/Ludgershall
Required for September 1977: HEAD of MUSIC (Scale 2) in 11 to 16 school.
This six-form entry 11 to 16 Group 10 Comprehensive will open in September 1977 in purpose-built accommodation, when two local secondary schools are reorganised.
The teacher appointed will be responsible for the music in the developing comprehensive school.
Further details and a form of application may be obtained on receipt of a stamped addressed envelope from the Head Designate, Mr. N. J. Maurice c/o The Castle School, Ludgershall, Andover, Hants. SP11 9RB. Closing date: Friday, 4th March 1977.

SECONDARY
Music
continued

Other Posts on Scale 2 and above

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
TUNBRIDGE WELLS GRAMMAR SCHOOL
(800 girls; 200 in Sixth Form)
Applications are invited for the post of ASSISTANT DIRECTOR of MUSIC on the retirement of Miss J. M. Mortimore. The school has a well-established tradition of choral and orchestral work which is well known in Kent. An enthusiastic musician is required who can teach Music to "A" level and scholarship level and who will continue to develop the musical activities.
Please apply in writing to the Headmistress giving details of qualifications, experience and particular interests.

HEREFORD AND WORCESTER
(County Council of)
EDUCATION DEPARTMENT
MALVERN, THE CHASE HIGH SCHOOL
Geraldine Road, Malvern, Worcs. WR14 3NZ
Required as soon as possible, a TEACHER of MUSIC at all levels throughout the school. For an experienced and well qualified teacher an appointment on salary Scale 2 will be made.
Application forms obtainable from and returnable to the Headmaster on receipt of a stamped addressed envelope (foolscap).

REDBRIDGE
(London Borough of)
TRINITY CATHOLIC HIGH SCHOOL
Mornington Road, Woodford Wells IG8 0TP
Telephone: 01-504 0756
Head: Mr. J. P. Greene, B.Sc.(Econ.), J.P.
Required for Easter, 1977, a suitably qualified and energetic TEACHER of MUSIC (Scale 2) who will share in the work throughout this 11 to 18 mixed comprehensive school. An interest in creative work is desirable. There are well-established orchestras and choirs and a team of peripatetic teachers visit the school.
Outer London Allowance is payable.
Further particulars are available from the Headmaster at the school to whom applications by letter should be sent as soon as possible giving age, education, qualifications, teaching experience and the names of two referees.

Scale 1 Posts

AVON COUNTY
EDUCATION COMMITTEE
CHEW VALLEY SCHOOL
Chew Magna
(11 to 18 Comprehensive 1,000 boys and girls).
Required for September, MUSIC TEACHER.
The school is situated in grounds of 30 acres, in the heart of the countryside, overlooking Chew Valley Lake, 4 miles south of Bristol.
Application forms and further information from the headmaster on receipt of a stamped addressed envelope.

AVON COUNTY
HANHAM NEW COMPREHENSIVE SCHOOL
(First six-form entry September 1977, rising to eight-form entry by stages)
Required in September 1977 for this new purpose-built comprehensive school, a TEACHER of MUSIC (Scale 1).
Further details (send stamped addressed envelope) from the Headmaster, care of Education Office, High Street, Kingswood, Bristol BS15 4AR.

BARNET
(London Borough)
FINCHLEY MANORHILL SCHOOL
Summers Lane, Finchley, N.12
Telephone: 01-368 1783
(Comprehensive Co-educational)
Roll 1,164)
Required April/September 1977: TEACHER of MUSIC (Scale 1). Pupils are entered for C.S.E., "O"/"A" level examinations. An enthusiast is looked for who will help with the further development of choral and instrumental work already established. Post suitable for first appointment.
In approved cases assistance may be given by way of payment of up to 100 per cent removal expenses and the payment of separation allowances.
Apply to Headmaster, giving two referees (stamped addressed envelope).

BEXLEY
(London Borough)
BEXLEYHEATH SCHOOL
(Roll 1,729)
TEACHER required for Summer Term to help in the development of music throughout the school. The school has recently had a new Music/Drama Hall and practice rooms built. This post offers great scope for an enthusiastic teacher to establish music in the school.
L.A.A. £297. Assistance with removal expenses, legal fees and disturbance allowance can be considered.
Application forms available from and returnable to Chief Education Officer for Schools (T7), Town Hall, Crayford, Kent.

CROYDON
(London Borough of)
NORBURY MANOR HIGH SCHOOL FOR GIRLS
Kensington Avenue, Thornton Heath, Surrey, CR4 8BT.
Tel: 01-679 0062
Tenable: Immediately
Daily supply TEACHER for MUSIC required immediately in this well-equipped comprehensive school for girls aged 11 to 14 years.
Salary, Burnham Scale 1 with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope for application form from and returnable to the Head Teacher at the above address as soon as possible.

DORSET
FERNDOWN UPPER SCHOOL
Ferndown, Dorset
Coeducational Comprehensive
(13 to 18, 1,000-plus on roll)
Opened 1972, new buildings
Required April or September, 1977: TEACHER (Scale 1) to join MUSIC DEPARTMENT in purpose-designed music block. Work at all levels available, C.S.E., G.C.E. "O" and "A" levels. Also non-examination groups, wide range of musical activities, orchestras, choir, wind band and ensemble.
Assistance with removal and legal expenses.
Apply by letter to the Headmaster as soon as possible. Further particulars sent on receipt of a stamped addressed envelope.

EAST SUSSEX
COUNTY MUSIC CENTRE
Qualified PERIPATETIC TEACHERS of VIOLIN-VIOLA and CELLO/BASS (two posts) required to teach individuals and groups in Primary and Secondary Schools in the Hastings area. The Violin post to commence as soon as possible and the Cello/Bass post to commence from September 1977.
Burnham salary scale. Travelling allowances. Ability to drive a car essential.
Relocation grant is available in approved cases.
Further particulars and application forms from the Chief Education Officer, P.O. Box 4, County Hall, St. Anne's Crescent, Lewes. (Self-addressed envelope, please.) STP/SH/AT.

GLOUCESTERSHIRE
DEAN CLOSE SCHOOL
Cheltenham
Full-time CELLIST.
See under Independent, Public Schools.

HARINGEY
(Borough of)
NORTHUMBERLAND PARK MIXED COMPREHENSIVE SCHOOL
Trulock Road, Tottenham, N17 0PG (New School).
(Roll 1,250 rising to 1,400, 1978)
Tel. 01-801 [illegible]
Require for Summer Term, 1977 (only):
TEACHER of MUSIC. Salary Scale 1
Additional allowances payable: London Allowance, £402. Social Priority Allowance £201-£276.
This unexpected temporary vacancy offers the successful candidate the opportunity to work in a new and rapidly developing school.
Whilst this is a temporary position in the first instance the possibility of a permanent position may arise. Candidates should be interested in the potential of developing music throughout a large, multi-cultural school.
Application forms and further details are available from the Headmaster at the school.
Removal expenses: 100 per cent allowed.
Chief Education Officer, Education Offices, Somerset Road, N17 9EH.

HAVERING
(London Borough of)
THE COOPER'S COMPANY AND COBORN SCHOOL
St Mary's Lane, Upminster, Essex
Voluntary aided, six-form-entry mixed
GRADUATE MUSICIAN, Scale 1, required in September, earlier if possible, to join a vigorous and hardworking department. Must be competent accompanist and score reader, preferably an organist as well. The successful candidate must be prepared to take a full part in training the several school choirs and orchestras. "O" and "A" level work could be available. Over 250 children are taught to play an instrument by visiting specialists.
The new school buildings include excellent teaching facilities and are situated in 25 acres of ground in pleasant, green-belt countryside, yet within easy reach of London by Underground.
Applications with full curriculum vitae to the Headmaster as soon as possible, naming two referees.
London Allowance, £297. Help with removal expenses in approved cases.

HILLINGDON
(London Borough of)
BARNHILL SCHOOL
Owen Road, Hayes, Middlesex.
(Number on roll 1,060, 184 in sixth form)
Headmaster: J. M. Jefford, B.Sc.
Required for beginning of summer term 1977 TEACHER of MUSIC to share the work of the Department throughout the School—the subject is taken at both "O" and "A" levels. It is hoped that the successful candidate will be willing to assist in the running of the Choirs, Orchestra and Wind Band which are well established parts of the Department's activities.
Application forms obtainable from and returnable to the Headmaster at the school.
London Allowance payable.
75 per cent removal expenses in appropriate cases and some assistance with temporary accommodation may be possible.

LEICESTERSHIRE
ROUNDHILL COLLEGE
Thurmaston, Leicester
(Number on Roll: 784)
MUSIC
Scale 1
Required April.
Further details from the Head.
Apply immediately (no forms) with the names and addresses of two referees (stamped addressed envelope).

NORTHAMPTONSHIRE
SAMUEL LLOYD COMPREHENSIVE SCHOOL
Telford Lane, Corby, Northants NN17 1BZ
Required September or April, if possible, a second MUSIC TEACHER required in a developing department to teach the full ability range up to "A" level.
In addition to helping with all musical activities, it is hoped that the successful candidate will feel able to take special responsibility for choral work.
Housing available.
Application forms and further details from Headmistress (stamped addressed envelope).

Pastoral

Heads of Department

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESHAM DIVISION
MEOPHAM SECONDARY SCHOOL
Meopham, Gravesend
Two HEADS of YEAR (Scale 3) are required for September, 1977, to be responsible for matters within two of the first three year groups, together with willingness to take responsibility for some subject area.
This is a new eight-form entry school in pleasant rural surroundings, which opened in September, 1976, as a mixed High School with comprehensive intake into its Lower School. At 13-plus some pupils transfer to Upper (13 to 18) schools. The roll in September is expected to be around 800, with future annual admissions of about 200 pupils. The position offers the opportunity of making an important contribution to the development of a new school.
Letters of application, naming two referees and subjects offered, and curriculum vitae, should be submitted as soon as possible to the Headmaster at the school. (Telephone Meopham 812640.)

NEWHAM
(London Borough of)
ROKEBY SCHOOL
Pitchford Street, London, E.15
Roll, 1,100 boys
Headteacher, Mr. J. Dougan, B.A., LL.B.
Required for April or September, 1977 —
Head of Year (Scale 4) required for this 11-16 Boys' Comprehensive School to have academic/pastoral oversight of an Upper School year and of coordination of the House Groups for competitive sport within the year.
Burnham Scales. Plus London Allowance £402. Plus Annual Supplement £312. Plus Social Priority Allowance £201 or £276.
Further details and application forms may be obtained from the undersigned and should be returned immediately.
J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford E15 4BH.

Other Posts on Scale 2 and above

EAST SUSSEX
SEAFORD HEAD SCHOOL
(Comprehensive 1,100 mixed)
Required in September, a well qualified and experienced TEACHER as DEPUTY HEAD of Middle School, Scale 3, a pastoral post with particular responsibility for the academic progress and welfare of girls in the 3rd and 4th years.
Scheme of relocation grants available in approved cases.
Application forms and further details from the Headmaster, Seaford Head School, Arundel Road, Seaford (foolscap stamped addressed envelope).

HAMPSHIRE
JOHN HUNT OF EVEREST SCHOOL
Popley Way, Basingstoke.
Comprehensive mixed 11 to 16. Number on roll 1,500
Required 1st September, 1977, Scale 3, HEAD of YEAR.
Stamped addressed envelope to Head for details.

Scale 1 Posts

COLWYN BAY
PENRHOS COLLEGE
See Independent Schools.

HARROW
EDUCATION COMMITTEE
MOUNTVIEW HIGH SCHOOL
Fisher Road, Harrow Weald, Middlesex
Tel. 427 2698
SENIOR TEACHER required for April 1977. Applications are invited from well qualified and experienced TEACHERS with a sincere commitment to the comprehensive system in a 12 to 16 mixed High School. The successful candidate will be a member of a team responsible for running the school in general, but will have specific duties as examination secretary and in assisting the Deputy Headmistress who is in charge of administration, girls' welfare and discipline.
Apply direct to Headmaster, by letter, giving full details of experience and qualifications.
Housing accommodation may be available in suitable cases, reasonable removal expenses reimbursed, (lowest tender) lodging allowance of up to £10 per week and up to £100 towards Legal and Estate Agent fees may be payable.

Physical Education

Heads of Department

AVON COUNTY
RODWAY SCHOOL
Mangotsfield, Bristol
(Coeducational; 940 on roll; 150 in sixth)
Required summer term, experienced TEACHER to be HEAD of GIRLS' PHYSICAL EDUCATION. Scale 3.
Apply Headmaster immediately, no form, full curriculum vitae, two referees.

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
NORTHERN AREA
HEAD OF DEPARTMENT
STANFIELD HIGH SCHOOL
High Lane, Burslem, Stoke on Trent
(Group 9)
Age range, 13-16 years
Number on roll, 705
Required for September:—
HEAD of GIRLS' PHYSICAL EDUCATION DEPARTMENT (Scale 2). A teacher with wide interests within the field of Physical Education is sought for this post but with particular emphasis on the ability to develop gymnastics and dance.
Forms of application are obtainable, on receipt of a stamped addressed envelope, from the Head Teacher at the school, to whom they should be returned not later than 2nd March, 1977.
A. Law, Area Education Officer.

STAFFORDSHIRE
EDUCATION COMMITTEE
BELGRAVE COMPREHENSIVE SCHOOL
Birds Bush Road, Belgrave, Tamworth
(Roll 690)
Required for September 1977, HEAD of PHYSICAL EDUCATION faculty, Scale 3, to be responsible for the work of the Faculty throughout this new Comprehensive School. Candidates should be well qualified and with appropriate experience. Enthusiasm for Community Education essential.
Further particulars and application forms obtainable from and returnable to the Headmaster (stamped addressed envelope).

Other Posts on Scale 2 and above

BARNET
(London Borough)
ORANGE HILL SENIOR HIGH SCHOOL
Abbots Road, Edgware, Middlesex
01-959 [illegible]
(Comprehensive, co-educational 14 to 18; roll 643; Sixth Form 249)
Required September, 1977, TEACHER of GIRLS' PHYSICAL EDUCATION. Scale 2 for suitably qualified and experienced candidate. New entrants to the profession are welcome to apply.
In approved cases assistance may be given by way of payment of up to 100 per cent removal expenses and the payment of separation allowances.
Further details and application forms from Headmaster (stamped addressed envelope).

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Qualified teachers are invited to apply for the following posts. Application forms and further particulars are available from the Head of the school concerned unless otherwise stated.
Inner London Area Payment (£402 per annum) in addition to the appropriate Burnham salary scale.
Household removal expenses may be paid wholly or in part to teachers accepting permanent teaching posts with the Authority when a change of residence is essential; payment covers cost of the removal of household effects, insurance in transit and fares for the teacher and family up to a normal maximum of £75, but payments in excess of this amount may be considered in exceptional circumstances. Teachers coming from service with another Authority may, in approved cases, receive assistance with the legal costs of house purchase (up to £200) and a grant towards the cost of obligatory expenditure such as change of electric or gas services, fitted carpets or curtains etc subject to purchase of the house within six months of taking up an appointment. In addition, a separation allowance may be paid if a dependent family have to be left in the previous home while new accommodation is obtained in London. This allowance may be paid for a period not exceeding six months.
The Authority's scheme of assistance with the cost of travel to school operates for appointments where the letters 'AT' are shown.
Applications for posts up to and including Scale 2 should be made as soon as possible. The closing date for applications for posts above this level will be 14 days from publication date.

SECONDARY SCHOOLS

ART

Scale 1 Post

ERNEST BEVIN SCHOOL, S.M.
Beechcroft Road, Tooting, S.W.17
Roll, 1,700: Comprehensive
Headmaster.
A teacher of Art with special interest in Pottery is required as soon as possible.
Application forms should be requested from the Headmaster at the school.

ENGLISH

Scale 1 Post

WOODBERRY DOWN SCHOOL
Woodberry Grove, N4 2SH
Tel.: 01-800 7414.
1,300 boys and girls, 11 to 19 years: Comprehensive. Headmaster.
Required for one term only from 25 April, 1977, teacher of English.
HISTORY.
SCALE 1

HISTORY

Scale 1 Post

AYLWIN SCHOOL
Southwark Park Road, SE16 3TZ
Tel.: 01-237 9316.
Roll 1,070 girls; comprehensive.
Headmistress: Mrs. M. J. Barber, J.P., M.A.
Required for the Summer Term only, a temporary teacher, full-time, to take History with 1st to 3rd Year classes, together with some English for 1st and 2nd Year classes.
Apply immediately to the Headmistress.

MATHEMATICS

Head of Department

FOREST HILL SCHOOL
Dacres Road, Forest Hill, SE23
(Purpose-built comprehensive for 1,350 boys, courses to University Entrance).
Head of Mathematics, Scale 4 required for April or September 1977. A lively and determined teacher with high standards to head this large department which provides courses for all boys in the school leading to C.S.E. and G.C.E. (Mode 1), "O" and "A" levels (M.E.I.). All teaching rooms are in one building. There is a computer terminal and a course in Computer Studies. Mixed ability groups are taught in the first two years. As a senior member of staff they would be expected to take a full and active part in the policy and running of the school outside the boundaries of the maths department.
Vacancy due to promotion.
Application forms and further details from the Headmaster.

MODERN LANGUAGES

Scale 1 Post

BARNSBURY GIRLS' SCHOOL
Barnsbury Park, Liverpool Road, N1 1QF
Tel.: 01-607 8387
Roll: 820, 11 to 18
Required for the Summer Term, 1977:—
A part-time (.5) teacher for French. Social Priority Allowance payable. Further details may be obtained from the Headmistress at the school.

MUSIC

Scale 1 Post

BARNSBURY GIRLS' SCHOOL
Barnsbury Park, Liverpool Road, N1 1QF
Tel.: 01-607 8387
Roll: 820, 11 to 18
Required for the Summer Term, 1977:
A part-time (.5) Music teacher. Social Priority Allowance payable. The post involves class teaching in the lower school. Music is a well established part of the curriculum. Further details may be obtained from the Headmistress at the school.

PHYSICAL EDUCATION

Scale 1 Posts

AYLWIN SCHOOL
Southwark Park Road, SE16 3TZ
Tel.: 01-237 9316
Roll: 1,070 girls: comprehensive
Headmistress: Miss M. J. Barber, J.P., M.A.
Required for Summer Term only:
Temporary teacher full-time, to take Physical Education across the whole age and ability range.
Apply immediately to the Headmistress.

GREENWICH PARK GIRLS' COMPREHENSIVE
King George Street, SE10 8PY
Tel.: 01-858 2311
Roll: 950 girls, 11 to 19 years; comprehensive
Headmistress
Wanted as soon as possible:
A qualified teacher of Physical Education with particular interest in Modern Educational Dance.
Candidates are welcome to visit the school. Scale 1 post.

RELIGIOUS EDUCATION

Head of Department

MALORY SCHOOL
Launcelot Road, Bromley, Kent BR1 5EH
Telephone 01-698 1025
(1,650 girls and boys)
Head of Religious Education, Scale 3.
Required for September.
Application form and further particulars from headmaster. Intending applicants are very welcome to visit the school by appointment.

REMEDIAL WORK

Post of Responsibility

BROCKLEY COUNTY SCHOOL
Hilly Fields, SE4 1LE
(Former grammar school for 860 boys)
Required a Remedial Teacher, Scale 2, at Easter if possible. This former grammar school, three form entry, takes the full ability range in September and had an above average-average entry last July. Further particulars of this new post from the Headmaster and visit welcome.

SCIENCE

Scale 1 Posts

ACLAND BURGHLEY SCHOOL SM
Burghley Road, NW5
(Roll 1,200)
Headmaster
In new buildings offering excellent facilities for pupils recruited from the full ability range.
Chemist required from Easter to teach in a lively and forward-looking department which enjoys excellent facilities and generous laboratory assistance. The post will involve some teaching of chemistry at CSE and O level to students in the 4th and 5th years, together with a half share of the A level teaching in the sixth form. The successful candidate will also be expected to teach some Nuffield Combined Science and so some experience of this course is desirable. In addition to the London allowance a Social Priority allowance of £201/£274 is payable.

CENTRAL FOUNDATION GIRLS' SCHOOL
51 Bow Road, London, E.3
Required for September 1977. In this newly formed comprehensive school of 960 girls.
A Chemistry Teacher to join a young and enthusiastic science department. Integrated science is taught in mixed ability groups in years 1 to 3 and a range of courses to "O" level and C.S.E. is offered in years 4 and 5. The school has eight newly equipped laboratories and four technicians. Applications from both experienced and newly qualified teachers will be welcomed. (A.T.)
Please apply as soon as possible to the Headmistress, giving full particulars and enclosing copies of testimonials if possible.

OTHER POSTS

Post of Responsibility

LOWER SCHOOL
Lancaster Road, W.11
Tel.: 01-727 [illegible]
UPPER SCHOOL
Wornington Road, W.10
Tel.: 01-960 [illegible]
School roll 800
(1) Second in command, English Scale 3. Based in the Upper School.
This responsible post requires a teacher of initiative to support the Head of Department and assist generally in the running of the department.
(2) English (E.S.L.). Based in the Lower School. A Scale 2 post is available for suitably qualified teacher able to assume responsibility for this important area of teaching.
(3) Science. A teacher is required with the emphasis on Biology to work in the Upper School. A Scale 2 post is available for a suitably experienced applicant.

PRIMARY SCHOOLS

Deputy Headships

ST. BARTHOLOMEW'S C.E. PRIMARY SCHOOL
The Peak, Sydenham, S.E.26
Tel. 01-699 [illegible]
Required for April (preferably) or September:
Deputy Head Teacher. The Managers invite applications from suitably qualified and experienced teachers. Communicant member of the Church of England. Group VI School. London Allowance. Modern building in pleasant setting. School of high standard and repute. Vacancy due to promotion.
For forms of application apply to The Correspondent at the School, to be returned within 14 days.

ST. MARY'S & ST. MICHAEL'S R.C. (J.M.I.) SCHOOL
Sutton Street, Commercial Road, E.1
Tel. 01-790 4986
Headmistress
Required for September:
Deputy for the above school (Group 5). Applicants should be experienced and interested in all aspects of primary education. Visits welcomed. Applicants must be practising Roman Catholics.
Forms obtainable from the School, and returned to The Correspondent to the Managers, 2, Lukin Street, London, E1 0AY; due to postal strike, please telephone Headmistress.

Posts of Responsibility

OUR LADY & ST. JOSEPH R.C. J.M. & I. SCHOOL
Buckingham Road, N1 4DG
Tel. 01-254 7353
Headmaster
Required September, 1977:
Head of Infants Department, Scale 2.
New purpose-built open plan school with pleasant garden environment. Family grouped organisation, experience in this field desired. Good travelling facilities; assisted transport.
Application forms from Headmaster.

STREATHAM WELLS PRIMARY SCHOOL
50, Palace Road, SW2 3NJ
Tel. 01-674 3742
Required:
Teacher to work in team teaching situation with upper school junior children (nine to 11 years).
This will be an opportunity to be involved in curriculum planning and organisation in an open plan carefully structured situation. Scale 2 post available for suitable candidate. Please telephone head teacher or write stating special interests. Visits essential. Vacancy due to promotion.

SURREY SQUARE INFANTS SCHOOL
Surrey Square, London, SE17 2JY
Required:
Teacher (Scale 2) to be responsible for development of Mathematics throughout the school. An interest in science would be an advantage but not essential. Thriving language resources in operation.
Visits welcomed.

SPECIAL EDUCATION

OTHER APPOINTMENTS

REDWOOD COMMUNITY HOME,
The Hollies, Burnt Oak Lane, Sidcup, Kent.
A teacher is required as soon as possible for this new unit for twelve disturbed adolescent girls which forms part of the Hollies group of Children's Homes (London Borough of Southwark). The teacher will be required to carry out educational assessments and will be responsible for the ongoing care of a small group of longer stay girls. The successful candidate must show the flexibility necessary to work harmoniously in a multi disciplinary team and the resourcefulness to prepare and implement appropriate individual educational programmes and group activities for disturbed and retarded adolescents. A scale 2 salary is offered but special schools addition is not payable. This post is not suitable for applicants who have not yet completed probation.
Application forms available from and returnable within 14 days to: The Education Officer, EO/135, The County Hall, London, SE1 7PB. Telephone: 01-633 7238.

OTHER APPOINTMENTS

C.A.V.E. (Voluntary Organisation), 3A Rectory Grove, London, SW4.
Telephone: 01-622 7146.
A teacher, Scale 3, is required for a community-based educational unit set up by a voluntary body in association with the ILEA aiming to cater for non-attenders of secondary age. The successful applicant would ideally have had both primary and secondary experience, including remedial work, and be able to relate positively to the pupils, their families and their schools. A mature optimistic and enthusiastic teacher with an educational and social commitment would be welcomed. Full details on application to the above address.

SECONDARY
Physical Education
continued

NORTHAMPTONSHIRE
LINGS SCHOOL,
Billing Brook Road, Northampton NN3 4NH
Required for Easter or September a suitably qualified and experienced TEACHER of, principally girls' activities and games. Scale 2.

This is a coeducational Comprehensive Upper School (age range 13 to 18) for pupils in the Eastern Development Area of Northampton. The school, opened in 1974, is designed as a Community School in conjunction with the Sports Forum and is integrated into the District Centre. This includes a Sports Hall, Swimming Pool, Practice Gymnasium, a two-pitch and 400-metre track all weather area, tennis courts, squash courts and playing fields.

Application forms and further details from Headmaster (stamped addressed envelope).

SANDWELL
(Metropolitan Borough of)
WEST PARK COLLEGE,
Holly Lane, Smethwick, Warley, West Midlands
The College is an Open-Access Secondary College, which opened in September, 1974, and which will have 600 students (16 to 19) in September, as well as 110 boys in the fifth year.

Required for September, 1977: A well qualified TEACHER of PHYSICAL EDUCATION as ASSISTANT HEAD of RECREATIONAL ACTIVITIES (Scale 3 post) with responsibility mainly for the development and organisation of girls' games and mixed recreational activities in a very active department involving a large number of students. Ability to assist with the teaching of Biology and/or Human Biology to G.C.E. "O" level standard would be an advantage.

The post is a temporary, one year appointment, while the present holder is on secondment.

Application forms and further details are available from, and returnable to, the Principal at the College. Closing date March 1, 1977.

COUNTY OF SOUTH GLAMORGAN

FURTHER

SOUTH GLAMORGAN INSTITUTE OF HIGHER EDUCATION
FACULTY OF TECHNOLOGY
DEPARTMENT OF ELECTRICAL AND ELECTRONIC ENGINEERING

Appointment of

SENIOR LECTURER
(SALARY SCALE £5,031 – £5,955 BAR £6,417 PLUS £312 P.A.)

Applications are invited for the above post from persons whose academic background will enable them to teach part 2 and part 3 of C.G.L.I. technician courses, O.N.C., H.N.C. and post-H.N.C. courses, specialising in supply, utilisation and high voltage work. The successful candidate will be expected to develop courses and laboratory work in this field.

Appointment of

LECTURER 11 (TWO POSTS)
(SALARY SCALE £3,279 – £5,493 PLUS £312 P.A.)

Applications are invited from suitably qualified candidates with appropriate industrial and/or teaching experience for the above posts. The successful candidates will be expected to teach C.G.L.I. technician courses, ordinary national and higher national courses, and assist in the development of associated laboratory work. Preference will be given to candidates able to contribute to one of the following specialist areas—telecommunications, control engineering, radio and television/electronics or power engineering.

Appointment of

LECTURER 1
(SALARY SCALE £2,469 – £4,377 PLUS £312 P.A.)

Applications are invited for the above post from persons whose academic and in particular industrial background will enable them to teach C.G.L.I. courses in radio, television and electronics.

The successful applicant will initially be associated mainly with the mechanics courses, and preference will be given to those having considerable experience in the servicing industry.

The successful applicants for all posts will be expected to commence duties as soon as possible.

Application forms and further details may be obtained from the Deputy Principal, South Glamorgan Institute of Higher Education, Llandaff Buildings, Western Avenue, Cardiff CF5 2YB, to whom they should be returned within 14 days of the appearance of this advertisement.

Required for April, 1977.

SECONDARY

Cantonian High School, Cardiff
(11-18 Comprehensive) 10 Form Entry

ENGLISH: SCALE 1
To teach forms 1 and 2 in the Lower School. Experienced graduate preferred. A temporary appointment for the summer term will be considered if necessary.

Whitchurch High School, Cardiff
(11-18 Comprehensive) 12 Form Entry

GERMAN: SCALE 1
To teach the subject up to "O" and "A" Level.

SPECIAL

PRESSWOOD HOUSE SCHOOL, CARDIFF

TEACHER:
SCALE 1 PLUS SPECIAL SCHOOLS ALLOWANCE

The school provides diagnosis, assessment and special education for children with learning difficulties, aged 4 to 8 years. The majority of the children are E.S.N.(M) and E.S.N.(S) with additional handicaps. Experience in teaching infants/juniors and/or training same are essential. A diploma in special education and ability to play the piano desirable.

Application forms may be obtained from the undersigned on receipt of a stamped addressed foolscap envelope, to whom completed forms should be returned within 10 days of the appearance of this advertisement.

F. J. Adams, Director of Education, Education Offices, Kingsway, Cardiff.

Scale 1 Posts

BRENT
(London Borough of)
CLAREMONT HIGH (MIXED) SCHOOL,
Claremont Avenue, Kenton, Harrow HA3 0UH
(Roll, 1,260, 11-18)
Required from Summer term:— TEACHER of GIRLS' PHYSICAL EDUCATION (Scale 1). Wide range of activities including gymnastics, hockey, netball, volley ball, tennis, rounders, swimming and athletics. Interest in modern educational dance an asset.

WEMBLEY HIGH (MIXED) SCHOOL
East Lane, North Wembley HA0 3NT
(Roll, 1,050, 11-18)
Required from Summer term:— TEACHER (Scale 1) for GIRLS' PHYSICAL EDUCATION and BIOLOGY. This is an established comprehensive school with good facilities on site for both these subjects.

London Allowance of £402 per annum is payable and there is a scheme for assistance with removal expenses including legal fees, etc., travelling and lodging allowances.

Candidates should apply by letter to the Head of the school within seven days, giving age, present post, qualifications, experience and references.

ENFIELD
(London Borough of)
EDUCATION COMMITTEE
MINCHENDEN SCHOOL
High Street, Southgate, N14 6BN
(Mixed Comprehensive: Roll 1,400)
Required for Summer term 1977 if possible: Full-time TEACHER for GIRLS' PHYSICAL EDUCATION. Participation in out-of-school activities and some academic teaching, preferably English, will be expected. Applicants offering another second subject should state this please.

Consideration given to the following: 100 per cent removal expenses (£400 maximum); generous assistance with relocation costs; temporary housing accommodation (for up to two years); £10 per week lodging allowance (up to four months) in certain cases.

Application forms (stamped addressed envelope) obtainable from the Headmaster, to whom they should be returned as soon as possible.

ESSEX
COLBAYNS HIGH SCHOOL
(Roll 1,540)
Clacton-on-Sea
Tel: Clacton-on-Sea 28131

Required for September, following continued expansion of school: Qualified TEACHERS offering one or more of the following subjects: MATHEMATICS, CHEMISTRY, GENERAL SCIENCE, P.E. (boys), P.E. (Girls), HISTORY, BOYS' TECHNICAL SUBJECTS.

In September, the full ability range will have reached Year 5. There is already a flourishing 6th form: successful candidates will have opportunity of teaching at all levels.

TORELLS SCHOOL
(Roll 1,200)
Buxton Road, Grays
Tel: Grays Thurrock 71351

GIRLS' P.E. with some lower school English. Extensive playing fields and facilities. To start 19th April, if possible.

Application forms and further particulars may be obtained from the Head of the School concerned to whom completed application forms should be returned.

HARINGEY
(Borough of)
THE DRAYTON SCHOOL
Gladesmore Road, Tottenham N15 6TJ
1,100 Mixed 11-18 Comprehensive Community School: 125 in Sixth Form
Required for beginning of Summer term:—
TEACHER of GIRLS' PHYSICAL EDUCATION (Scale 1) to join a thriving department of four with a strong tradition of success both within the school and the borough. Excellent facilities include 2 gymnasiums, netball and tennis courts, Astro turf cricket wicket, redgra and playing fields and sailing on the River Lea adjacent to the school. Visits welcomed (800 0884/5). Apply in the first instance by letter to the Headmistress giving the names of two referees.

Additional payment of £201–£276 for Social Priority School is payable, plus London Allowance of £402.

Removal expenses—100 per cent allowed.

Chief Education Officer, Education Offices, Somerset Road N17 9PT.

LONDON, S.W.6
THE LONDON ORATORY SCHOOL
Required for May or September: TEACHER of BOYS' PHYSICAL EDUCATION and GAMES.

Application forms may be obtained from the Secretary at the school, Seagrave Road, SW6 1RX. Applications as soon as possible to the Headmaster (Tel. 385 0102).

MIDDLESEX
NORTH LONDON COLLEGIATE SCHOOL
Canons, Edgware HA8 7RJ
Independent (Direct Grant) Girls' School, 880 Pupils
Required for May or September, 1977:—
ASSISTANT MISTRESS to share in the work of our PHYSICAL EDUCATION Department. Special interest in Swimming would be welcome. Applications by letter to the Headmistress, giving the names of two referees.

NORTH YORKSHIRE
(County of)
HARROGATE GRANBY HIGH SCHOOL
Ayondale Road, Harrogate
(11 to 18 mixed comprehensive 2,000 pupils, including Sixth Form of 200)
Required for September 1977:—
A TEACHER for GIRLS' PHYSICAL EDUCATION and GAMES. Interest in gymnastics, modern dance and netball, and contribution to wide variety of extra-curricular activities especially welcome.

The school has four gymnasia, indoor swimming pool and extensive playing fields.

Apply immediately to the Headmaster giving full career details and the names and addresses of two referees.

WILTSHIRE
DAUNTSEY'S SCHOOL,
West Lavington, Devizes, Wiltshire
(H.M.C. Direct Grant (going independent))
(580 pupils)
Open Access Sixth Form College to the neighbouring 11-16 Lavington Comprehensive School. Co-educational as from last September.

Required for September 1977, PHYSICAL EDUCATION TEACHER. Keen gymnast and ability to offer coaching to a high level in at least one—hockey, cricket or rugby.

Burnham Scale 1 or II according to qualifications and experience, plus other emoluments.

Applications and curriculum vitae, with names of two referees, to the Head Master from whom further details may be obtained.

Religious Education

Heads of Department

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
HOUGHTON REGIS UPPER SCHOOL
Parkside Campus, Houghton Regis, Dunstable LU5 5PY
Headmaster: Mr. S. Robinson, M.A.
HEAD of RELIGIOUS and GENERAL STUDIES.
Scale 3.
RELIGIOUS EDUCATION SPECIALIST required for September for developing co-educational Comprehensive School (age 13-19) opened 1973, to teach and organise Religious Education throughout the school, and also to co-ordinate the General Studies programmes which are taken by all pupils from fourth year upwards.

C.S.E., "O" and "A" level work available in Religious Education. Opportunity for a suitably experienced teacher fully conversant with relevant approaches to the subject to make a vital contribution to the intellectual and social development of pupils.

Application forms and further details available from the Headmaster.

HILLINGDON
(London Borough of)
WALSINGHAM ROMAN CATHOLIC SECONDARY SCHOOL
Springfield Road, Hayes, Middlesex
Head Teacher, Sister Eleanora, O.P., B.A., Dip.Ed., M.Phil.
Required for September, 1977:—
HEAD of RELIGIOUS EDUCATION, Scale 3, in this three-form entry, Group 8, multi-racial school, 404 pupils on roll. The successful candidate will be expected to develop the religious education curriculum and contribute to the Catholic ethos of the school.

Applications by letter, in the first instance, to the Head Teacher, enclosing a stamped addressed envelope.

London Allowance payable and Social Priority Allowance payable. Seventy-five per cent removal expenses in appropriate cases.

LONDON
BACON'S C.E. MIXED SCHOOL
Dolesford Road, London, S.E.16
HEAD OF R.E. with PASTORAL WORK—Scale 3.
An experienced TEACHER is required to be HEAD of the RELIGIOUS EDUCATION DEPARTMENT (Scale 3) in this C. of E. 6 form entry mixed comprehensive school. The teacher appointed must also be willing to assist in the Senior School with pastoral work, as Head of Year Group.

A strong, enthusiastic person is sought for this post.

The school has a high reputation for discipline and standards of appearance which staff are expected to support.

Apply by letter, in the first instance, giving details and names of two referees, to the Headmaster at the school.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT

Applications are invited from suitably qualified TEACHERS for the following post:

FRANK WHELDON COMPREHENSIVE SCHOOL
Coningswath Road, Carlton, Nottingham NG4 3SH
Headmaster: M. E. Hutchinson, M.A.
Mixed: 1,460 (11-18)

For September, HEAD of RELIGIOUS EDUCATION (Scale 3) responsible for religious education throughout school.

Ability to direct a well supported C.S.E., mode 3 course in 4th/5th years. Some sixth form teaching available.

Applications (no forms) to the headmaster, with names of two referees, as soon as possible.

SHROPSHIRE
EDUCATION COMMITTEE
THE WROCKWARDINE WOOD SCHOOL
New Road, Wrockwardine Wood, Telford, Shropshire
HEAD of RELIGIOUS EDUCATION DEPARTMENT. Well established G.C.E. and C.S.E. courses. Enthusiastic teacher required.

Further details from Head (stamped addressed envelope).

WILTSHIRE
THE JOHN OF GAUNT SCHOOL
Trowbridge
(Mixed, 1,250, Grammar turning Comprehensive)
Required for September experienced and qualified person as HEAD of RELIGIOUS EDUCATION. Scale 3. Application forms and further details (large stamped addressed envelope) from the Headmaster.

Other Posts on Scale 2 and above

ESSEX
TORELLS SCHOOL
(Roll 1,200)
Buxton Road, Grays
Tel: Grays Thurrock 71351

R.E. SPECIALIST
Scale 3

Required for September. Courses leading to CSE and GCE "O" Level.

Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned.

LEICESTERSHIRE
VALE OF CATMOSE COLLEGE
Cold Overton Road, Oakham, Leics
(Comprehensive: 11 to 16; roll, 946)

RELIGIOUS STUDIES. Scale 2 for suitably experienced candidate.

Required April, graduate TEACHER for RELIGIOUS STUDIES to prepare candidates for "O" and C.S.E. examinations. Opportunity for work in community education department.

Further details from the Head. Apply immediately (no forms) with full particulars and the names and addresses of two referees. (Stamped addressed envelope.)

LINCOLNSHIRE
CARRE'S GRAMMAR SCHOOL
Sleaford
(Founded 1604)
(Roll 450 boys)
Required from Autumn term 1977 GRADUATE to take charge of RELIGIOUS EDUCATION and to teach the subject throughout the school. Candidates should indicate any other teaching subjects offered. Willingness to help with games and out-of-school activities an advantage.

Burnham Scale 2 for suitable applicant.

Applications (no forms) with names and addresses of two referees to be sent to the Headmaster, Carre's Grammar School, Sleaford, Lincs, as soon as possible.

Scale 1 Posts

ESSEX
SANDON SCHOOL
(Roll 1,400)
Molrams Lane, Great Baddow, Chelmsford
Tel: Chelmsford 75611

Required for September 1977, TEACHER of RELIGIOUS EDUCATION. Years 1 to 5, C.S.E. and "O" level courses established with a view to "A". A major contribution to the development of the department looked for.

Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned.

HERTFORDSHIRE
COUNTY COUNCIL
NORTH HERTS DIVISION
HITCHIN GIRLS' SCHOOL
Highbury Road, Hitchin SG4 9RS
(Group 10: sixth form 120)
GRADUATE required for September, 1977, to teach RELIGIOUS EDUCATION and ENGLISH from first to fifth years to children of all abilities.

Apply to the Head at the school with details and testimonials, giving the names of two referees.

HERTFORDSHIRE
COUNTY COUNCIL
NORTH HERTS DIVISION
THE KNIGHTS TEMPLAR SCHOOL
(Group 10)
Park Street, Baldock, SG7 6DZ
Coeducational Comprehensive
(Number on roll 780)

TEACHER of RELIGIOUS EDUCATION (Scale 1) required April. Please state other subjects.

Applications in writing with the names of two referees, to the Head, from whom further details may be obtained.

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
Education Department
The Civic Centre, Lampton Road
Hounslow TW3 4DN
FELTHAM SCHOOL,
Boundaries Road, Feltham
Middlesex TW13 5EW
Telephone Number 01-890 0167
Headmaster: Mr. P. M. Grant, B.Sc.
(Co-educational comprehensive school)
(Number on roll: 1,083)
Required for April or September 1977.

Full-time TEACHER of RELIGIOUS STUDIES Scale 1.

This 12-form entry comprehensive school is situated near London Airport with easy access to Central London, M.4 and the open countryside of the Thames Valley. The buildings are modern and well equipped.

The Religious Studies Department is a large department with well established examination courses.

If you are seeking your first appointment, please state, so that the appropriate form may be sent.

London Allowance £297 payable.

Application by letter giving details of qualifications and experience, together with the names and addresses of two referees should be sent to the Headmaster of the school within seven days.

The Education Committee has power to consider applications from experienced teachers for assistance towards removal, disturbance or separation expenses.

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
Education Department
The Civic Centre
Lampton Road, Hounslow TW3 4DN
THE HEATHLAND SCHOOL
Wellington Road South
Hounslow, Middlesex TW4 5JD
Headmaster: Geoffrey J. E..., M.A.
(Roll 1,330 rising to 1,4..)
Required for September, 1977, this nine-form entry mixed comprehensive school which opened in September 1973 and moved to purpose-built premises in ... 1974.

A qualified TEACHER of RELIGIOUS STUDIES, Scale 1, specialising in World Religions for this new comprehensive school with modern facilities and specialist rooms. An interest in Community Service would be an advantage. There are opportunities for participating in integrated studies and team teaching and applicants interested in these possibilities would be welcome.

Applications will also be considered from teachers seeking their first appointment.

The school is organized on a year system with a suite of rooms for every year. All members of staff are expected to participate in the work and activities of the Year Bases.

London Allowance £297 payable. Letters of application (no forms) within seven days to the Headmaster giving details of qualifications and the names of two referees.

The Education Committee has power to consider applications from experienced teachers for assistance towards removal, disturbance or separation expenses.

LEICESTERSHIRE
KIBWORTH HIGH SCHOOL
School Road, Kibworth Beauchamp, Leicester
In the Leicestershire Plan for the Organisation of Secondary Education. High 11 to 14. Roll 730

RELIGIOUS EDUCATION
Scale 1

Required April.
Further details from the Head. Apply immediately (no forms) with full curriculum vitae and the names and addresses of two referees (stamped addressed envelope).

WEST SUSSEX
COUNTY COUNCIL
MID-SUSSEX AREA
TANBRIDGE HOUSE SCHOOL
Worthing Road, Horsham RH12 1SR
Required September TEACHER of RELIGIOUS EDUCATION throughout the school to "O" level with some English in Lower School. The school is in transition from girls' high school to 11-18 co-educational comprehensive school.

In September the comprehensive intake will have reached the second year.

Form and details from Headmistress on receipt of stamped addressed envelope.

Science

Heads of Department

BRADFORD (City of)
METROPOLITAN COUNCIL
BELLE VUE GIRLS' SCHOOL
Required for September 1977 TEACHER (graduate preferred) of CHEMISTRY and/or BIOLOGY to be HEAD of SCIENCE in this 13 to 18 comprehensive school. Scale 4 salary.

This is a new school with a suite of Science rooms.

Application forms may be obtained from the Staffing and Training Unit, Directorate of Educational Services, 4th Floor, Provincial House, Tyrrel Street, Bradford BD1 1NP and should be returned to the Head Teacher, Belle Vue Girls' School, Thorn Lane, Haworth Road, Bradford BD9 6NH by 4th March, 1977. Reference 1.1 ...77/R/B.

WEST GLAMORGAN County Council

Applications are invited from suitably qualified teachers for the following posts in the Authority's service. An asterisk before the school name indicates a social priority school.

Headship

***Arlryn Primary, Heol Frank, Penlan, Swansea**
This is a Group 4 school with a mixed pupil enrolment of 185 in the age range 5-11 years (Post Ref. OP20/1.2.77).

Deputy Headships

Cwrt Sart Comprehensive, Briton Ferry, Neath
This is a Group 10 school with a mixed pupil enrolment of 887 in the age range 11-16 years (Post Ref. 5S10/2.2.77).

Godrergraig Primary, Godrergraig, Ystalyfera, Swansea
This is a Group 4 school with a mixed pupil enrolment of 180 in the age range 3-11 years (Post Ref. 4P19/3.2.77).

Senior Teachers

Bishop Vaughan R.C. Comprehensive, Mynyddgarnlwyd Road, Morriston
This is a Group 11 school with a mixed pupil enrolment of 1,130 in the age range 11-18 years (Post Ref. 4VBVC/4.2.77).

Application forms and further particulars of specific post are available from the undersigned on receipt of a stamped addressed foolscap envelope quoting the appropriate post reference.

CLOSING DATE. The closing date for the receipt of completed application forms is FRIDAY, MARCH 4, 1977.

JOHN BEALE, Director of Education, Princess House, Princess Way, Swansea.

County of Cleveland

SECONDARY SCHOOLS

All Secondary Schools are mixed Comprehensive Schools

11-16 SCHOOLS

DEPUTY HEAD TEACHER (Group 9)
KING'S MANOR SCHOOL (Roll 590), Hall Drive, Acklam, Middlesbrough, Cleveland, TS5 7DY (Tel.: Middlesbrough 88200)
Applications are invited for the post of DEPUTY HEAD at the above school. The vacancy arises owing to the appointment of the Deputy Head as Head Teacher.

SCALE 1 PHYSICS
BYDALES SCHOOL (Roll 1,270), Marlborough Road, Marske, Cleveland (Tel.: Redcar 2923)
Required for April, 1977, a teacher for PHYSICS.

11-18 SCHOOLS

SCALE 4 MATHEMATICS
HENRY SMITH SCHOOL (Roll 1,370), King Oswy Drive, Hartlepool, Cleveland (Tel.: Hartlepool 66789)
Required for September, 1977, a teacher to be responsible for MATHEMATICS, and to teach 'A' level (including Further Mathematics) and Entrance Scholarship standard.

Financial assistance with household removal expenses is available in approved cases.
Further details and application forms are obtainable from the Head Teachers at the addresses shown above. Applications by letter should include detailed information regarding education, training, qualifications and experience, together with the names and addresses of three referees.

Letters of application and completed application forms should be submitted direct to the Head Teachers within 14 days of the appearance of this advertisement.

Educational Appointments

Male or female required for the following posts.

HOYLAND REMEDIAL CENTRE
Market Street, Hoyland, Barnsley
Head of Centre Mrs. J. Spiers
Required for Easter.

Two Teachers (Scale 2)
with experience in the Teaching of children with learning difficulties.

It is desirable that one appointment will be responsible for Boys' Welfare and Games.

Application forms obtainable from and returnable to the Head of Centre (s.a.e. please).

KIRK BALK COMPREHENSIVE SCHOOL
Hoyland, Barnsley
Headteacher R. Hilton, B.A.
Required for September.

Teacher of Technical Subjects (Scale 1)
Capable of teaching Woodwork, Metalwork and Technical Drawing.

Application forms obtainable from and returnable to the Headteacher (s.a.e. please).

PENISTONE GRAMMAR SCHOOL
Penistone, Sheffield
(1,500 mixed Comprehensive, Group 12)
Headteacher M. A. Bould, B.A.
Required from Easter.

Domestic Science Teacher (Scale 1)
To join an established department within the Creative Studies Faculty.

This is an active and developing area of the curriculum and a Teacher with an interest in interdisciplinary studies is required.

Apply by letter to the Headteacher giving full curriculum vitae and two referees (s.a.e. please).

WHINMOOR SCHOOL
Higham Common Road, Barugh Green, Barnsley
Headteacher E. A. Brookes
Required for Easter.

Home Economics Teacher (Scale 1)
at this purpose-built school for 140 ESN (M) children aged 5 to 16 years. Experience in Special Education although advantageous is not essential.

Application forms obtainable from and returnable to the Headteacher (s.a.e. please).

BARNSLEY
Metropolitan Borough

HAMPSHIRE

OAK FARM SCHOOL
Chaucer Road, Farnborough
Mixed Comprehensive, 11-16 years, 900 pupils
Newly opened in 1973 with final year of intake September 1977, experienced or newly-qualified staff required in following subjects:

ENGLISH: MATHEMATICS:
CHEMISTRY (with Physics):
FRENCH (pref. with German):
SOCIAL STUDIES
(History, Geography, Sociology):
BOYS' P.E.:
BOYS' TECHNICAL SUBJECTS:
HOME ECONOMICS/NEEDLECRAFT:
BUSINESS STUDIES

For suitably experienced candidates a small number of dual role appointments (Scale 2) could be considered, combining one of the above subjects either with pastoral responsibilities or with the organisation of careers.

Letter of application stating clearly principal subject with preferably one subsidiary and nominating two referees to Headmaster with s.a.e. for details.

HAMPSHIRE

FROGMORE COMPREHENSIVE SCHOOL
Potley Hill Road, Yateley, Camberley, Surrey
(Tel.: Yateley 870563)
11-18 Comprehensive School
Developing (1977-8. 1st/3rd Years). Group 11

HOUSE HEAD—SCALE IV
Responsible for a well-developed House Pastoral Unit.

FACULTY HEAD
CREATIVE STUDIES. SCALE IV
(Art, Pottery, Music, Dance, Drama, etc.)

HEAD OF CAREER AND PERSONAL DEVELOPMENT STUDIES. SCALE III
Interest in developing local industrial liaison.

TEACHER
to take responsibility for development of

CHEMISTRY TEACHING SCALE III
Scottish Integrated Science—Lower School.
Further details available on request from the Headmaster s.a.e. please.

METROPOLITAN BOROUGH OF
SEFTON
EDUCATION COMMITTEE

Range High School,
Stapleton Road, Formby, Liverpool L37 2YN
(Tel. Formby 79315)
Headmaster, G. K. Leech, B.A.
RANGE HIGH SCHOOL opened in September, 1975, with an initial intake of 165 11 year old boys and girls. By September, 1977, there will be approximately 600 on roll and the school will develop as a seven form entry 11-18 comprehensive school, serving the area to the west of Formby, a pleasant coastal town seven miles south of Southport.

Required for September 1977

1. TEACHER OF ART (Scale 1)
An interest in printing would be an advantage.

2. TEACHER OF TECHNICAL STUDIES (Scale 1)
The successful applicant will be required to teach Woodwork, Metalwork and Technical Drawing throughout the school.

3. TEACHER OF HOME ECONOMICS (Scale 1)
A Needlework specialist is sought who will also offer Housecraft in the lower school.

4. TEACHER OF SCIENCE AND MATHEMATICS (Scale 1)
There will be an opportunity for the successful applicant to undertake examination work as the school grows.

5. TEACHERS (Scale 1)
Able to offer two or more of the following subjects: English, French, German, Geography, Boys' Physical Education, Remedial Work.

Application forms and further details are available from the Headmaster on receipt of a stamped addressed envelope. Closing date Wednesday, March 2, 1977.

Metropolitan Borough of Rochdale

EDUCATION DEPARTMENT
MIDDLE AND SECONDARY SCHOOLS

Howarth Cross Middle (10-13)
Albert Royds Street, Rochdale OL16 2SU. Tel. Rochdale 31675.

PHYSICAL EDUCATION
Temporary, for Summer Term
(1) Teacher to assist the Head of Girls' P.E. Department taking Games and to teach Humanities to second and third year Groups.
(2) Teacher to assist with all Boys' Games and also to teach Humanities throughout the school. A willingness to run one of the school teams would be an advantage.
Applications should be by letter as soon as possible to the Head of the School, giving details of age, qualifications and experience together with the names and addresses of two referees.

Sutherland High (11-18)
Sutherland Road, Darnhill, Heywood OL10 3PL. Tel. Heywood 60466

Teacher of GERMAN, Scale 2
Second in Modern Language Department
Work includes 'A' level. Some French an advantage.
Application forms are available from and should be returned to the Head of the School. Applications for forms must be accompanied by a foolscap s.a.e. Closing date: 7th March, 1977.

ilea INNER LONDON EDUCATION AUTHORITY

Specialist Vacancies for Secondary Teachers

The Authority would be pleased to hear from suitably qualified teachers with experience in the following subjects:-

COMMERCE (Office Skills) (Full and Part Time)
DESIGN AND TECHNOLOGY
FRENCH (Full and Part Time)
HOME ECONOMICS (Part Time only)
NEEDLEWORK (Part Time only)

Appointments will be to a Scale 1 post in the Authority's General Teaching Service. Inner London allowance (£402) payable in addition to the Burnham salary.

For an application form, please write to the Education Officer (TS2), The County Hall, London SE1 7PB (telephone 01-633 6426).

COUNTY SECONDARY SCHOOLS
SCALE 2 POSTS AND ABOVE

Unless otherwise stated, for all posts in this section, initial applications (giving age, qualifications, experience and names of two referees) should be sent immediately, together with stamped, addressed envelope to Head of School.

Moor End School, Moor End Lane, B24 9DR
HEAD of HOME ECONOMICS, scale 2 or 3 for suitable applicant. A teacher of Home Economics is required for September, or earlier, to organise, in this department, courses leading to CSE and GCE 'O' level with some 6th form work. There are 3 specialist rooms and it is hoped that the successful applicant will encourage a lively response with both girls and boys.

Shenley Court School, Shenley Lane, B29 4HE
Scale 3. Required as soon as possible, well-qualified and experienced teacher as HEAD OF MUSIC DEPARTMENT. Good facilities. Subject taught to CSE, 'O' and 'A' level. Choirs and orchestra.

Sheldon Heath School, Sheldon Heath Road, B26 2RZ
(1,800 boys and girls, 11-19, courses to CSE, 'O' and 'A' level well established). HEAD OF MUSIC, Scale 3. Well equipped department. Choral and orchestral work well established.

Yardleys School, Warwick Road, B11 2LT
Required, September, 1977, PHYSICS teacher (Scale 2, possibly future Scale 3), to be in charge of the subject within Science Department. Wide spread of examination work, especially Sixth Form. Ability to help with Mathematics an advantage.

COUNTY SECONDARY SCHOOLS
SCALE 1 POSTS

Unless otherwise stated, request for application forms for Scale 1 posts should be sent direct to Head of the School as soon as possible, together with the names of two referees and a stamped addressed envelope.

Washwood Heath School, Burney Lane, Stechford, B8 2AS
Required for March, 1977, Assistant Teacher for FRENCH. Temporary appointment to replace teacher on maternity leave. Full details from Headmaster.

VOLUNTARY AIDED SECONDARY SCHOOLS
SCALE 1 POSTS

Archbishop Masterson R.C. School, Willetts Road, West Heath, B31 4BH
Required for Summer Term for one or two terms only, a teacher for RELIGIOUS EDUCATION. Probationer welcome.

Application forms and further details from the Clerk to the Governors, c/o the school.

There is a scheme for assistance with removal expenses.

BIRMINGHAM
CITY COUNCIL

SECONDARY
Science
continued

COVENTRY (City of)
BISHOP ULLATHORNE R.C. MIXED COMPREHENSIVE SCHOOL (1,176 on roll)

Required Easter or Autumn Term 1977. Experienced TEACHER to be HEAD of SCIENCE, Scale 4. Physicist preferred. "A" level courses well established. 10 laboratories with good facilities. Further details available from Headmaster. Closing date 10 days after appearance of advertisement. Apply by letter giving full details, career, qualifications, experience and names and addresses of two educational referees to the Headmaster at the School, Leasowes Avenue, Coventry CV3 6BH.

DERBYSHIRE
COUNTY COUNCIL
QUEEN ELIZABETH'S GRAMMAR SCHOOL (1,170 mixed) Ashbourne

Required for September, 1977, HEAD of SCIENCE, Scale 4. Since September, 1973 the School has been a seven form entry 11-18 comprehensive School operating on split sites. There are well established C.S.E., "O" and "A" level courses in Physics, Chemistry and Biology, as well as courses up to Fifth Form level in Agricultural Biology and General Science. A well qualified and experienced person is sought, capable of teaching successfully throughout the ability range up to University entrance level, and at the same time with the powers of leadership and organization needed to co-ordinate and direct the Science teaching throughout the School. Further particulars and forms of application can be obtained from the Headmaster, to whom completed applications should be returned within fourteen days of the appearance of this advertisement.

LONDON, S.W.2
ST. MARTIN-IN-THE-FIELDS HIGH SCHOOL [illegible] STREATHAM HILL AND CLAPHAM HIGH SCHOOL
Girls' Public Day School Trust
Wavertree Road, London SW2 3SR
[illegible]: Independent
Required September, TEACHER to take charge of CHEMISTRY. "A" level and University Entrance. Head of Science post available. Apply to the Headmistress giving full particulars, with names of referees.

MIDDLESEX
NORTH LONDON COLLEGIATE SCHOOL
Canons, Edgware, Middlesex, HA8 7RJ
(Independent/Direct Grant Girls' School: 850 pupils)
Required for September, 1977, HEAD of CHEMISTRY Department. Good academic qualifications essential. Nuffield Chemistry taught. Large numbers taking the subject at Advanced level. Lively department and excellent laboratory facilities and technician support. Scale 5 post. Burnham Scale with London Allowance £297. Applications by letter, giving full details, to the Headmistress at the school naming two referees.

Other Posts on Scale 2 and above

AVON COUNTY
EDUCATION COMMITTEE
CHEW VALLEY SCHOOL
Chew Magna
(11 to 18 Comprehensive, 1,000 boys and girls)
Required for September (or April): SENIOR BIOLOGY TEACHER, Scale 2, to be responsible for the subject up to "A" level standard. General Science is taught to children in the first 3 years. The school has an excellent record of achievement in this subject and it is hoped to appoint an experienced graduate teacher. The school is situated in grounds of 30 acres, in the heart of the countryside overlooking Chew Valley Lake, 7 miles south of Bristol.

Application forms and further information from the Headmaster on receipt of a stamped addressed envelope.

CHESHIRE
EDUCATION COMMITTEE
BANKFIELD COUNTY HIGH SCHOOL
Liverpool Road, Widnes WA8 7HR
(Group 8, 7 form entry, 11-16, mixed comprehensive school (S.P.A.)
Required for April, 1977: TEACHER of Combined Science in the Junior School and to assist with BIOLOGY and BIOLOGY in the Senior School. A Scale 2 allowance is available for a suitably qualified and experienced person.

Application forms obtainable from and returnable to the Head of the School.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
GAYNES SCHOOL
(Roll 1,071 Co-Educational)
Brackendale Gardens, Upminster RM14 3UX
Required September 1977 TEACHER of PHYSICS to "O" and "A" levels. The successful applicant will also be required to teach C.S.E. Physics and it is possible other Chemistry or Biology. Scale 2 post can be offered to the right candidate.

There is a scheme for removal expenses.

Letters of application to the Headmaster giving full curriculum vitae and naming two referees.

HERTFORDSHIRE
COUNTY COUNCIL
THE SIR FREDERIC OSBORN SCHOOL
Herns Lane, Welwyn Garden City
Headmaster, Mr H. R. Tregunna, M.A. (Cantab.)
TEACHER of PHYSICS, Scale 2, required from Easter in this 6/7 form entry Comprehensive School with a large Sixth Form (200). Nuffield Physics is taught to C.S.E., "O" and "A" level.

Applications in writing to the Headmaster at the school, citing two referees, and giving curriculum vitae.

Scale 1 Posts

AVON COUNTY
BROADOAK SCHOOL
Weston-Super-Mare
(1,700 mixed, 365 in Sixth)
Required in September, a TEACHER of CHEMISTRY with some Combined Science.

Apply to the headmaster (no forms) with full personal details and giving two referees.

Further details will be supplied on receipt of a stamped addressed foolscap envelope.

BROMLEY
(London Borough of)
HAYES SCHOOL
West Common Road, Hayes, Bromley Kent
(Six-form entry, coeducational, 11 to 19 years)
Required for September 1977, MASTER or MISTRESS to teach BIOLOGY to "A" level and CHEMISTRY (preferably to "O" level). Scale 1 plus £347 London Weighting.

The school offers good experience to an enthusiastic teacher interested in working in a disciplined and responsive environment. There are 10 superbly equipped science laboratories.

Subject to certain conditions, removal and storage expenses, disturbance allowances and grants towards legal costs are payable to teaching staff appointed from outside the London Area.

Application forms and further particulars may be obtained from the Headmaster, to whom completed forms should be returned as soon as possible.: 01-462 2767.

STATES OF JERSEY EDUCATION COMMITTEE

LE ROCQUIER SCHOOL

(Group 8) MIXED

Headmaster: D. R. McGregor

This new school will accept its third intake of full range of ability children in September, 1977.

Required from 1 September, 1977

DEPUTY HEAD

To work in close collaboration with one Deputy Head already appointed. Major responsibility to cover organisation and supervision of all examinations, the 14+ option schemes and Careers guidance.

HEAD OF MIDDLE SCHOOL—Scale 2

Major responsibility will be the general welfare of all pupils in the third year and the leadership of a team of Form Teachers.

HEAD OF MODERN LANGUAGES—Scale 3

French and German are taught and will be examined at GCE 'O' and CSE Level.

SCIENCE—Scale 2

Experienced teacher required initially to teach Nuffield Combined Science followed by Secondary Science up to CSE and 'O' Level.

Should also be experienced in Physics and Physical Science to 'O' Level and be prepared to assist in equipping a new Physics Laboratory.

RELIGIOUS EDUCATION—Scale 2

Responsible for organisation and teaching of Religious Education throughout the School up to GCE 'O' and CSE.

Application forms and further details may be obtained from the Director of Education, P.O. Box 142, Highlands, St. Saviour, Jersey, C.I., and returned to the Headmaster of the School, as soon as possible.

CANTERBURY
KENT COLLEGE
(Direct Grant, Coeducational)
Required in September, a graduate TEACHER of SCIENCE with particular interest in teaching middle school age range. Willingness to assist with games will be a strong recommendation. Salary above Burnham.

Apply to the Headmaster, giving full details of qualifications and names of referees.

CHESHIRE
EDUCATION COMMITTEE
ALSAGER COMPREHENSIVE SCHOOL
Hassall Road, Alsager, ST7 2HP
(Group 11-18, 1,192 on Roll)
PHYSICS
TEACHER of PHYSICS is required for the summer term, 1977. Ability to teach up to "A" level an advantage. This post could be either temporary or permanent. Further details and application form available from the Headmaster. Closing date: Monday, March 7th, 1977.

MALPAS COUNTY HIGH SCHOOL
(11-16 Comprehensive)
Chester Road, Malpas, Cheshire
BIOLOGY
Required for September, 1977: TEACHER with Graduate or Graduate equivalent qualification. A Specialist to teach BIOLOGY to "O", C.S.E. and "A" level.

Malpas is in a delightful part of Cheshire, some 12 miles south-west of Chester and within easy reach of the North Wales coast. The school is being developed along community lines with full use of such facilities as Sports Hall, Social Areas, Community Day Room and a Public Library.

Further details and application forms available from the Headmaster to be returned by 7th March, 1977.

COVENTRY (City of)
COUNDON COURT MIXED COMPREHENSIVE SCHOOL
Northbrook Road
(1,800 on roll)
Required as soon as possible: PHYSICS and/or GENERAL SCIENCE, full- or part-time, experienced up to 15th July.

Apply by letter giving full details (age, qualifications, experience) and names and addresses of two educational referees to the Headmaster at the school.

DERBYSHIRE
EDUCATION COMMITTEE
NOEL BAKER SCHOOL
Alvaston, Derby DE2 0JF
(1,875 boys and girls)
Required for September, 1977, a GRADUATE to teach PHYSICS throughout the school and INTEGRATED SCIENCE in the Lower School. Ability to teach Mathematics with junior forms will be an advantage. Good facilities are available and courses for C.S.E. and G.C.E. "O" and "A" level are well established.

The person appointed will be expected to make some contribution to school and house activities. Applications by letter to the Headmaster.

DEVON
EXMOUTH SCHOOL
(Roll: 2,300)
Applications are invited from GRADUATES for the post of ASSISTANT TEACHER to teach PHYSICS and some Junior Combined SCIENCE. Experience of teaching "A" level Physics and an interest in teaching electronics would be an advantage.

Scale 1 post.

The successful applicant will be expected to take up the appointment in September, 1977.

Application form (stamped addressed envelope please) from Headmaster, Exmouth School, Gipsy Lane, Exmouth, returnable by March 4th, 1977.

ENFIELD
(London Borough of)
EDUCATION COMMITTEE
EDMONTON SCHOOL
(Mixed Comprehensive)
Great Cambridge Road
Enfield, Middlesex
(Roll: 1,400)
SCIENCE TEACHER required for September to teach mainly in the Lower School, but ability to teach chemistry to "O" level an advantage.

Consideration given to the following: 100 per cent removal expenses £400 maximum, generous assistance with relocation costs, temporary housing accommodation for up to two years, £10 per week lodging allowance (up to four months) in certain cases.

Application forms (stamped addressed envelope) obtainable from the Headmaster to whom they should be returned as soon as possible.

ESSEX
CECIL JONES HIGH SCHOOL
(Roll 1,300)
Eastern Avenue, Southend-on-Sea
Telephone: Southend 68000

SCIENCE

Required for Easter, or as soon as possible thereafter: specialist TEACHER of CHEMISTRY throughout this 8 form entry comprehensive school. Major portion of work with older "O" level classes and in large and outstanding successful "A" level courses.

Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned.

ESSEX
COLBAYNS HIGH SCHOOL
(Roll 1,610)
Clacton-on-Sea
Tel. Clacton-on-Sea 28131

SCIENCE

Required for September, following continued expansion of school: Qualified TEACHERS offering one or more of the following subjects: MATHEMATICS, CHEMISTRY, GENERAL SCIENCE, PHYSICAL EDUCATION (BOYS), PHYSICAL EDUCATION (GIRLS), HISTORY, BOYS' TECHNICAL SUBJECTS.

In September, the full ability range will have reached Year 5. There is already a flourishing Sixth Form: successful candidates will have opportunity of teaching at all levels.

Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned.

GLOUCESTERSHIRE
MARLING SCHOOL
Stroud
Voluntary Controlled. Selective 11-18 Boys
Required for September a GRADUATE to teach CHEMISTRY throughout the school to O and A/S level. There are currently 25-30 candidates each year in A level Chemistry. Ability to help with games an advantage.

Application by letter to Headmaster outlining curriculum vitae and quoting names of two referees.

HARINGEY
(Borough of)
SCHOOL OF ST. DAVID AND ST. KATHARINE
St. Mary's Road, Hornsey, N.8. (Roll in September, 1,000)
Headmaster: J. R. Aslwin, M.A. (Cantab.)
GRADUATE required for September 1977 to teach PHYSICS to the fourth, fifth and sixth years, and Integrated Science in the Lower School, in the new and expanding Church of England Mixed Comprehensive School which opened in new buildings in March 1976.

There are excellent facilities, eight laboratories served by four prep rooms and four technicians. The successful candidate would join an already thriving department.

Further details and application forms obtainable from the Headmaster at the School. Completed [illegible] to be returned by Monday, 7th March.

Removal expenses, 100 per cent allowed. London Allowance (£402) payable.

Chief Education Officer, Education Offices, Somerset Road, N17 9EH.

HERTFORDSHIRE
COUNTY COUNCIL
DACORUM DIVISION
KINGS LANGLEY SCHOOL
Love Lane, Kings Langley
SCIENCE TEACHER needed in April or September (Outer Fringe Allowance £100 per annum) to share Physics teaching to C.S.E., "O" and "A" level and to assist with Junior Nuffield Combined Science.

Twenty miles from London the School serves several commuter villages and runs its own venture studies centre in Powys.

Applications including curriculum vitae and names of two referees should be sent direct to Headmaster at the School, Telephone Kings Langley 63501.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION

PRESDALES SCHOOL
Hoe Lane, Ware
(Group 10)

TEACHER required September to teach BIOLOGY up to Ordinary Level together with Junior Mathematics.

Experience not essential. This girls' school has a grammar entry from the fourth year up but a wider ability range in the lower part of the school.

Applications with names of two referees direct to the Headmistress.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION

RICHARD HALE SCHOOL
Hale Road, Hertford

(780 boys, 180 in Sixth Form). First three years will, at that stage, be all-ability with the upper half of the school still a grammar school entry.

BIOLOGY TEACHER required September able to take the subject throughout the school including some junior forms in other Science subjects. (Chemistry preferred). Interest in games a recommendation.

Apply immediately (no forms) to the Headmaster giving full particulars of qualifications, experience, extra-curricular interests etc.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION

THE BROXBOURNE SCHOOL
High Road, Broxbourne
(1,120 Mixed)

Temporary PHYSICS TEACHER, Scale 1, required from February 25, 1977 (part-time considered). Combined Science (Nuffield) is taught in the first two years, with Nuffield Physics to "O" and "A" level. Teaching available throughout the whole age and ability range. The Science Department is well equipped and very successful giving excellent experience to the successful candidate.

Application with curriculum vitae and the names of referees to the Headmaster immediately.

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
Education Department
The Civic Centre
Lampton Road, Hounslow TW3 4DN
FELTHAM SCHOOL
Boundaries Road, Feltham
Middlesex TW13 5EW
Telephone 01-890 0167
Headmaster: Mr P. M. Grant BSc.
(11-18 Co-educational Comprehensive School)
Number on roll: 1,663
Required SCIENCE TEACHERS, Scale 1 in September. Two posts are available.

(i) A CHEMISTRY TEACHER to make a substantial contribution to examination courses in the senior part of the School.

(ii) A GENERAL SCIENCE TEACHER to teach principally in the Lower School. Examination work would also be available for a suitably qualified candidate.

This 12-form entry Comprehensive School is situated near London Airport with easy access to Central London, M.4 and the open countryside of the Thames Valley. The buildings are modern and well equipped.

The Science Department is a large flourishing Department with 14 well equipped laboratories, preparation rooms and dark room etc. Combined Science is taught in years 1 and 2, separate Sciences and General Science in years 3-5 leading to C.S.E. and G.C.E. examinations. The teaching staff are supported by a team of experienced Laboratory Technicians.

If you are seeking your first appointment, please state, so that the appropriate form may be sent. London allowance £297 payable.

Application by letter giving details of qualifications and experience, together with the names and addresses of two referees should be sent to the Headmaster of the School within seven days.

The Education Committee has power to consider applications from experienced teachers for assistance towards removal, disturbance or separation expenses.

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
Education Department
The Civic Centre, Lampton Road
Hounslow, TW3 4DN
THE HEATHLAND SCHOOL
Wellington Road South
Hounslow, Middlesex, TW4 5JD
Headmaster: Geoffrey J. Samuel M.A.
(Roll 1,330 rising to 1,440)
Required for September 1977 for this nine-form entry mixed Comprehensive School, which opened in September 1973 and moved into purpose-built premises in April 1974: BIOLOGY TEACHER (Scale 1) to teach all levels in the school from Combined Science in Years 1 and 2 to "A" level Biology in the Sixth Form. There are well established courses in Biology leading to C.S.E., "O" level and "A" level, and new courses are being developed in the fourth and fifth years.

The expanding Science Department comprises seven new and well-equipped laboratories and the successful candidate will join an enthusiastic team of eight teachers and five technicians.

Applications will also be considered from teachers seeking a first appointment.

The school is organised on a year system with a suite of rooms for every year. All members of staff are expected to participate in the work and activities of the year base.

London Allowance (£297) payable.

Letters of application (no forms) immediately to the Headmaster giving full details of qualifications and the names of two referees.

The Education Committee has power to consider applications from experienced teachers for assistance towards removal, disturbance or separation expenses.

HULL
HYMERS COLLEGE
(H.M.C.: 800 boys)
Required for September CHEMISTRY GRADUATE to share in the work of a large department at all levels, including Sixth Form. Some teaching of Mathematics also in the Lower and Middle School is available. Ability to help with Games (Rugby and Cricket) an asset. Burnham Scale 1, 2.

Write to the Headmaster, giving the usual details and names of two referees.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT

CANTERBURY DIVISION

THE GEOFFREY CHAUCER SCHOOL
A TEACHER to specialise in RURAL SCIENCE and to teach some other science subject is required for September, 1977.

The school has a seven-form entry covering the whole ability range. Facilities are good and include a new Rural Science Unit.

Forms of application and further details can be obtained from the Headmaster, The Geoffrey Chaucer School, Spring Lane, Canterbury CT1 1SU.

LEICESTERSHIRE
LOUGHBOROUGH GRAMMAR SCHOOL
(H.M.C. Direct Grant public independent, 830 boys)
Required for September, or April if possible, a BIOLOGIST to teach the subject throughout the school.

Applications, including curriculum vitae and names of two referees, should be sent as soon as possible to the Headmaster of the school.

LEICESTERSHIRE
NEWARKE SCHOOL
Imperial Avenue, Leicester
Roll 642

BIOLOGY
Scale 1

Required April, TEACHER of BIOLOGY to "O" level and C.S.E. in the first two years. Particular interest in Environmental Studies desirable.

Further details from the Head. Apply immediately (no forms) with full particulars and the names and addresses of two referees (stamped addressed envelope).

LONDON
HARRINGTON DAVIS SCHOOL
[illegible]
Scale 1 Post
The School has recently been formed by the amalgamation of two adjacent grammar schools and has over 300 pupils in the sixth form. There is a full range of "O" and "A" level work. The first fully comprehensive intake is planned for September 1977.

Required for September 1977 a TEACHER of CHEMISTRY to teach throughout the school at a level for a suitable candidate. The ability and willingness to assist in general school activities would be an advantage as would the qualification to teach a second subject.

Apply by letter with curriculum vitae and the names of two referees to the Head Teacher at the [illegible] Road, London, W.1[illegible], as soon as possible.

NORTHAMPTONSHIRE
CORBY LODGE PARK COMPREHENSIVE SCHOOL
Shetland Way, Corby, Northants, NN17 2JH
Lodge Park is an eleven to eighteen comprehensive school on the Corby New Town border and requires in September:

(1) An ASSISTANT to teach PHYSICS to Third, Fourth, "O" level and possible Sixth Form groups.

(2) An ASSISTANT to teach GENERAL SCIENCE primarily to First and Second Years, with some CSE Mode 3 work.

All members of this close knit department teach the jointly devised General Science Syllabus to First and Second Years.

Housing readily available.

Application forms and further details from Headmaster (stamped addressed envelope).

NORTHAMPTONSHIRE
MAGDALEN COLLEGE SCHOOL
High Street, Brackley, Northants
Required for April/September, a TEACHER of SCIENCE (Scale 1) in this co-educational comprehensive school with 1,300 pupils (350 in the Sixth Form, 120 boarders). Much of the timetable will be concerned with Nuffield Combined Science and with General Science to CSE, but the opportunity exists for some Biology or Chemistry teaching. The ability to help with games and extra-school activities would be an advantage.

It would be possible to offer the post on a temporary basis for the Summer Term only.

A married man whose wife could be appointed to residential duties with him on the girls' boarding side should express interest in such an arrangement in any application for a permanent appointment from September. Alternatively, it might be possible to offer a residential post on the girls' boarding side to a single woman in exchange for some boarding duties.

Further details and forms of application available from the Headmaster (stamped addressed envelope).

NORTHAMPTONSHIRE
MONTSAYE SCHOOL
Greening Road, Rothwell, Kettering, Northants, NN14 2BB
Required April or September 1977, for a Scale 1 post TEACHER to teach Nuffield SCIENCE in Lower School and BIOLOGY in Upper School to CSE, "O" level.

Montsaye was established as a Comprehensive School in 1976 and is housed in modern buildings and is organised on Upper/Lower school basis for the purpose of administration and curriculum.

Application forms and further details from Headmaster (stamped addressed envelope).

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:
PORTLAND COMPREHENSIVE SCHOOL
Sparken Hill, Worksop, Nottinghamshire S80 1AW
Headmaster, J. C. Carlton, B.A. (Mixed, 1,200 (11-18))
For September, GRADUATE PHYSICIST (Scale 1) to teach subject throughout school.

Applications (no forms) to the Headmaster, with names of two referees, as soon as possible.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:—
THE HOLGATE SCHOOL
Hillcrest Drive, Hucknall, Nottingham NG15 6PX
Headmaster, J. L. S. Archer, B.Sc., M.Ed., M.I.Biol.
(Mixed 1,160, 11 to 18)
For Easter if possible, GRADUATE (Scale 1) in SCIENCE, with an interest in Biology, to lower/middle school work, possibly integrated science.

Applications (no forms) to the Headmaster with the names of two referees, as early as possible.

SHEFFIELD
EDUCATION
[illegible] SCHOOL
[illegible], Sheffield S30 5WD
(No. 11 to 18 comprehensive)
Required for April 18, 1977, a SPECIALIST or [illegible] to teach GENERAL SCIENCE with a bias towards physics. Ability to lower and middle school forms. Temporary post for the summer term, with possibility of permanent appointment in future. Scale 1.

Applications (no forms) to reach the Headmaster at the school as soon as possible.

First Teaching Appointments

SECONDARY

Applications are invited from students who have trained for Middle or Secondary Schools and can offer the following subjects in the Authority's Comprehensive Schools for pupils in the 11-18 year age range.

Music, Home Economics, Modern Languages, Mathematics, Physics, Technical Subjects, Religious Education.

BURNHAM SCALES
Plus LONDON ALLOWANCE £402
Plus ANNUAL SUPPLEMENT £312

Application forms are obtainable from the undersigned and should be returned immediately. Applications will not be accepted after 28th February, 1977.

J. S. WILKIE, M.A., Ph.D.
Director of Education,

Education Office, Broadway,
Stratford, E15 4BH.

LONDON BOROUGH OF NEWHAM

SECONDARY
Science
continued

STAFFORDSHIRE
COUNTY COUNCIL
EASTERN AREA
THE PAULET SCHOOL
Group 10
Headmaster: L. M. Storey, B.A.
Required for September, 1977 An ASSISTANT TEACHER of PHYSICS (Scale 1) who is prepared to make a substantial contribution to 1st and 2nd year Integrated Science. Applications from new entrants to the profession will be welcome.

Application forms may be obtained, upon receipt of a stamped addressed foolscap envelope, from the Headmaster, Paulet School, Stanton Road, Burton upon Trent, Staffs., to whom they should be returned as soon as possible, but not later than Monday, 28th February, 1977.

R. M. Williams, Area Education Officer, Eastern Area Education Office, Guild Street, Burton upon Trent, DE14 1NE.

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
The Borough is within easy access of Central London and bordered by Epping Forest. London addition to salary payable.
Required for April, 1977: LEYTON SENIOR HIGH SCHOOL FOR BOYS
Essex Road, London E10 6EQ
Headmaster, Mr. A. P. Piggott, B.A.
PHYSICS TEACHER is required to teach C.S.E., "O" and "A" level with a Nuffield approach in this Boys' Comprehensive Senior High School, (956 on roll, 13-19 years). An interest in Nuffield Science essential and an ability to offer another Science subject an advantage.

Closing date, 4th March, 1977.

Application forms obtainable from the Head Teacher on receipt of stamped addressed envelope.

WEST SUSSEX
COUNTY COUNCIL
MID-SUSSEX AREA
OAKMEEDS SCHOOL
Burgess Hill RH15 8LA
Comprehensive mixed 11 to 16 (Roll 1,450)
Required April, TEMPORARY TEACHER of BIOLOGY to join Science team of 10. Nuffield Combined Science followed by Nuffield-style Biology to C.S.E. and "O" level.

Form and details from Headmaster on receipt of stamped addressed envelope.

WEST SUSSEX
MID-SUSSEX AREA
DOWNLANDS SCHOOL
Dale Avenue, Hassocks BN6 8LP
Required September, 1977, TEACHER of SCIENCE, Scale 1, mainly biology to "O" level with some S.M.P. Mathematics. Developing 11 to 16 comprehensive school in attractive area. Experience in comprehensive school an advantage.

Form and details from Headmaster on receipt of stamped addressed envelope.

WEST SUSSEX
WESTERN AREA
CHICHESTER HIGH SCHOOL FOR BOYS (11 to 18 Comprehensive 1,300 boys, 290 in Sixth Form)
Required September, CHEMIST to teach the subject to Fifth Form level together with some BIOLOGY and combined SCIENCE.

Applications with curriculum vitae and names and addresses of two referees to Headmaster of School, Kingsham Road, Chichester PO19 2AL by 2nd March.

Details of school will be sent with acknowledgement of application.

WEST YORKSHIRE
ACKWORTH SCHOOL
Pontefract

In September, A lively GRADUATE in BIOLOGY to assist with teaching at all levels (O and A) in this independent, co-educational boarding school (11 to 18). Excellent laboratory facilities.

All applications will be considered, including those from teachers about to qualify.

Applications to the Head from whom further details are available.

V.S.O. is recruiting TEACHERS of PHYSICS, CHEMISTRY and MATHEMATICS to work in challenging posts in developing countries from September, mainly in Africa, the Far East and the Pacific. Applicants should hold a teaching certificate or degree. Volunteer terms of service, with payment of N.I. and superannuation. Minimum service two years. Married couples welcome to apply provided both have relevant skills and no dependent children. For further details and application forms, contact Voluntary Service Overseas (Ref. BS/1), 14 Bishop's Bridge Road, London W2 6AA. Telephone 01-262 2611.

Social Studies

Scale 1 Posts

ENFIELD
(London Borough of)
EDUCATION COMMITTEE
KENDALEVILLE SCHOOL
Cuckoo Hall Lane, Edmonton
N9 8DR
Comprehensive Upper School (14 to 18 Mixed) 8 Form Entry, Group 9
Telephone No. 01-804 2374.
TEACHER required to join SOCIAL STUDIES Department after Easter to teach HISTORY, GEOGRAPHY, ECONOMICS and COMMUNITY STUDIES. Home work to "O" level. Post available now to suitable applicant.

London Allowance payable £297 per annum.

Consideration given to the following: 100 per cent removal expenses £400 maximum, generous assistance with relocation costs, temporary housing accommodation for up to two years, £10 per week lodging allowance (up to four months) in certain cases.

Apply to the Headmaster at the school with full details (stamped addressed envelope) for application form and description of post.

Speech and Drama

Scale 1 Posts

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
Education Department, the Civic Centre, Lampton Road, Hounslow TW3 4DN
BRENTFORD SCHOOL FOR GIRLS
Clifden Road, Brentford TW8 0PG
Headmistress, Mrs. B. F. Boyd, B.A.
(11-18 years, Mixed—1,100 on roll)
Required for September or earlier if possible, TEACHER of DRAMA to be second in the department and to combine this with the teaching of some English.

The school has a lively tradition in Drama which is taught throughout the school.

Pupils are entered for a Mode 3 C.S.E. and for Guildhall Examinations.

London Allowance £297 payable.

Letters of application to the Head Teacher at school, giving details of qualifications and names of two referees.

Closing date, Monday, 28th February, 1977.

The Education Committee has power to consider applications from experienced teachers for assistance towards removal, disturbance or separation expenses.

Technical Studies

Heads of Department

AVON COUNTY
HANHAM NEW COMPREHENSIVE SCHOOL
(First six-form entry September, 1977, rising to eight-form entry by stages)
Required in September, 1977, for this new purpose-built Comprehensive School, a HEAD of CRAFT SUBJECTS (Scale 3).

Further details (send stamped addressed envelope) from the Headmaster, c/o Education Office, High Street, Kingswood, Bristol BS15 4AR.

CUMBRIA
EDUCATION COMMITTEE
RICHMOND SCHOOL
Catherine Street, Whitehaven
(705 mixed)
Required for Autumn Term, HEAD of TECHNICAL DEPARTMENT, Scale 3.

There are three workshops (two metalwork and one woodwork) and a room for Technical Drawing. A teacher is looked for who is able to co-ordinate the work of the Department and to teach in it, and he/she will also be expected to make a vital and dynamic contribution to out of school activities.

The school is a two tier comprehensive, taking C.S.E. examinations in a wide range of subjects. Pupils in the second year may transfer to Whitehaven Grammar School following guided parental choice.

Forms of application and further details from the Headmaster at the School. Application forms to be returned to him by March 4, 1977.

Other Posts on Scale 2 and above

BRENT
(London Borough of)
SLADEBROOK HIGH (MIXED) SCHOOL
Brondesbury Road, NW10 1HE
(Roll 1,266, 11-18, Social Priority School)
Required from Summer Term 1 TEACHER for METALWORK and MINOR CRAFTS (Scale 2) to teach mainly in the Upper School and to start new courses under the direction of the Head of Department. The new courses could include plumbing, bricklaying, painting and decorating, and perhaps jewellery. Home Metalwork classes would also be available. The school has excellent facilities for Craft.

London Allowance of £402 per annum is payable and there is a scheme for assistance with removal expenses including legal fees, etc., travelling and lodging allowances.

Candidates should apply by letter to the Head of the School within seven days giving age, present post, qualifications, experience and referees.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION

RICHARD HALE SCHOOL
Hale Road, Hertford
(780 Boys first 3 years all-ability, Sixth Form 180)

TEACHER required September for CRAFT SUBJECTS (WOODWORK, METALWORK, TECHNICAL DRAWING) to be one of four in a very strong craft and engineering department with exceptionally well equipped workshops.

Ability to help with games a strong recommendation.

Scale 2 post available for candidate with suitable qualifications and experience.

Apply immediately (no forms) to the Headmaster, giving details of qualifications, experience, extra-curricular interests, etc.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
THE HARVEY GRAMMAR SCHOOL
Folkestone
(750 boys)
Headmaster: B. Waller, B.A.
Required for September, a TEACHER of TECHNICAL STUDIES to teach WOODWORK to "O" level in a well-established, thriving department. Applicants should be conversant with modern techniques involving wood, metal and plastics. Scale 2 post available for experienced applicant, but a well-qualified beginner could be appointed initially on Scale 1.

Apply to the Headmaster at the school, giving full details of age, education, qualifications and experience, and the names, addresses and status of two referees.

Scale 1 Posts

AVON COUNTY
HANHAM NEW COMPREHENSIVE SCHOOL
(First six-form entry September, 1977, rising to eight-form entry by stages)
Required in September for this new purpose-built Comprehensive School, a TEACHER of WOODWORK and METALWORK (Scale 1).

Further details (send stamped addressed envelope) from the Headmaster, c/o Education Office, High Street, Kingswood, Bristol BS15 4AR.

BERKSHIRE
EASTHAMPSTEAD PARK SCHOOL
Wokingham RG11 3DF
For April, for this new co-educational comprehensive school (11-18, roll 1,050) serving Bracknell New Town. Sixth form will be established in September, 1977. TEACHER to specialise in DESIGN/METALWORK/WOODWORK, joining the team in the Creative Arts Department, which has recently occupied new purpose-built accommodation. Opportunities for wide involvement in Technical Studies, Art and Craft and Home Studies. London Fringe Allowance £150.

Lodging allowance and removal expenses schemes in operation.

Assistance in obtaining a house may be available.

Forms and further details from the Principal. Closing date, March 7.

BROMLEY
(London Borough of)
CHARLES DARWIN SCHOOL
Charlesfield Road, Orpington, Kent
Headmaster: Mr D. Williams, B.A. (Wales)
(Six-form entry mixed comprehensive)
Scale 1. Required for the beginning of the Summer Term, 1977 a TEACHER to take METALWORK and TECHNICAL DRAWING throughout the school to C.S.E. level. Scale 2 post available for an experienced candidate. Applicants unable to start until September will be considered.

Subject to certain conditions, removal and storage expenses, disturbance allowances and grants towards legal costs are payable to teaching staff appointed from outside the London Area.

Application forms, obtainable from the Headmaster, should be returned by 28th February, 1977.

DERBYSHIRE
EDUCATION COMMITTEE
HECKLAWFIELD SCHOOL
Murray Road, Mickleover, Derby DE3 5LD
Headmaster: A. Marston Dodson, B.A.
Required for September, 1977
Highly qualified GRADUATE to assist HEAD of METALWORK, ENGINEERING SCIENCE, TECHNICAL DRAWING and WOODWORK.

Ideally this teacher would also be a gifted potter. This post would suit an outstanding creative design person who is superb in all aspects of 3-D creativity. Scale 1.

Applicants should write to the Headmaster at the School for full details and an application form. A stamped addressed envelope is essential. Final year students will be welcome applicants.

DERBYSHIRE
EDUCATION COMMITTEE
NOEL BAKER SCHOOL
Alvaston, Derby DE2 0JF
(1,875 Boys and Girls)
Required for September, 1977, a TEACHER for WOODWORK or METALWORK and TECHNICAL DRAWING throughout the school. Good facilities are available and courses for C.S.E. and G.C.E. "O" and "A" level are well established. The person appointed will be expected to make some contribution to school and house activities.

Applications by letter to the Headmaster.

DEVON
PLYMSTOCK SCHOOL
Church Road, Plymstock, Plymouth (Comprehensive, co-educational 2,100 on roll)
Required from April 26, 1977, for Summer term only, a TEACHER of METALWORK for Ordinary level and C.S.E. courses. Possibility of permanent post for suitable applicant.

Application forms (stamped addressed envelope) from the Headmaster, returnable to him within 14 days.

EAST SUSSEX
COUNTY COUNCIL
THOMAS PEACOCKE SCHOOL
The Grove, Rye
Headmaster, R. V. Fooks, B.A.
Required in September, 1977, ASSISTANT, Scale 1, for TECHNICAL DRAWING with either WOODWORK or METALWORK in this Co-educational Comprehensive School of 1,230 pupils to expand a large, specially equipped Department of Craft and Design. Ability to develop 6th-Form Courses essential: assistance with games and extra-curricular activity an advantage. Opportunity for promotion.

Application forms from the Headmaster.

ESSEX
CHALVEDON COMPREHENSIVE
(11 to 18)
(Roll 1,570)
Wickford Avenue, Pitsea, Basildon
Telephone Basildon 552036

Required Easter, 1977, a TEACHER of TECHNICAL STUDIES (mainly METALWORK with some TECHNICAL DRAWING). Outer London Fringe Allowance payable, possibility of rented accommodation.

COLBAYNS HIGH SCHOOL
(Roll 1,610)
Clacton-on-Sea
Telephone Clacton-on-Sea 28131

Required for September, following continued expansion of school: Qualified TEACHERS offering one or more of the following subjects: MATHEMATICS, CHEMISTRY, GENERAL SCIENCE, P.E. (BOYS), P.E. (GIRLS), HISTORY, BOYS' TECHNICAL SUBJECTS.

In September, the full ability range will have reached Year 5. There is already a flourishing 6th form: successful candidates will have opportunity of teaching at all levels.

Application forms and further particulars may be obtained from the Head of the School concerned, to whom completed application forms should be returned.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION

CHESHUNT SCHOOL
Windmill Lane, Cheshunt EN8 9AT
(903 mixed: 120 taking Advanced Level)

TEACHER required September to contribute in the fields of CRAFT DESIGN and TECHNOLOGY. An interest in Technical Drawing would also be an asset. A full range of work up to and including "A" level is done. Newly constructed and equipped Technical/Design department with extensive facilities. Please state any other subjects and/or extra curricular activities offered. Upper Sixth Form selection; rest of school of varying abilities. London Allowance £150.

Please apply Headmaster (no forms) with curriculum vitae, naming two referees.

HILLINGDON
(London Borough of)
BARNHILL SCHOOL
Owen Road, Hayes, Middlesex
(Number on roll 1,000, 84 in sixth form).
Headmaster: J. M. Jefford, B.Sc.
Required for September 1977 TEACHER of TECHNICAL STUDIES Scale 1 to join a strong team and share in the work of the entire department.

Application forms from and returnable to the Headmaster. Please enclose a stamped addressed envelope.

London Allowance payable.

75 per cent removal expenses in appropriate cases and some assistance with temporary accommodation may be possible.

HILLINGDON
(London Borough of)
GREENWAY SCHOOL
The Greenway, Uxbridge, Middlesex, UB8 2PR
(Number on roll 875, 50 in sixth form)
Headmaster: R. G. Cain, M.A., B.Sc.
TEACHER of TECHNICAL STUDIES required for September 1977, Scale 1.

There are excellent facilities for woodwork and metalwork teaching in new workshops and scope for curriculum development. Ability to work in wood, metal and technical drawing an advantage.

Application forms from and returnable to the Headmaster. Please enclose a stamped addressed envelope.

London Allowance Payable.

75 per cent removal expenses in appropriate cases and some assistance with temporary accommodation may be possible.

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
Education Department,
The Civic Centre, Lampton Road, Hounslow, TW3 4DN
FELTHAM SCHOOL
Boundaries Road, Feltham, Middlesex, TW13 5EW
Telephone 01-890 0167
Headmaster: Mr. P. M. Grant, B.Sc.
(11 to 18 Co-educational Comprehensive School, No. on roll 1,663)
Required: A TECHNICAL TEACHER, Scale 1, in September or earlier if possible.

This 12-form entry Comprehensive School is situated near London Airport with easy access to Central London, M4 and the open countryside of the Thames Valley. The buildings are modern and well equipped.

The Technical Studies Department is a large well-established department with eight workshops and five drawing offices, serviced by two Workshop Technicians. Well established examination courses in C.S.E., "O" and "A" level exist in Metalwork, Woodwork, Technical Drawing and Motor Vehicle Studies. Current developments involve courses in Building Studies and Plastics. An ability to contribute to Technical Drawing Courses would be an advantage.

If you are seeking your first appointment, please state, so that the appropriate form may be sent. London Allowance £297 payable.

Application by letter giving details of qualifications and experience, together with the names and addresses of two referees, should be sent to the Headmaster of the School within seven days.

The Education Committee has power to consider applications from experienced teachers for assistance towards removal, disturbance or separation expenses.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT

GILLINGHAM DIVISION

UPBURY MANOR SECONDARY SCHOOL
(Roll 1,700)
Applications are invited for the post of TEACHER of WOOD and METALWORK (Technical Drawing an advantage). This appointment would be suitable for a college leaver.

Further details and application form available on receipt of a stamped addressed envelope from Mrs. A. O. Lapthn, B.A., Headmistress, Upbury Manor Secondary School, Marlborough Road, Gillingham, Kent.

TONBRIDGE & MALLING DIVISION

AYLESFORD SCHOOL
TEACHER required for September, 1977, for Handicraft to specialise in the teaching of WOODWORK. Ability to assist with Technical Drawing or Light Craft an advantage. Good facilities with well-equipped workshop. (Post suitable for first appointment.)

Applications to be made by letter to the Headmaster, Aylesford School, Aylesford, near Maidstone, Kent, stating relevant personal details, training and qualifications (already held or expected on completion of training) together with names of two referees, one of whom should be the College Principal.

NORTHAMPTONSHIRE
GUILSBOROUGH COUNTY SCHOOL
West Haddon Road, Guilsborough, Northampton NN6 8QE
Required for Summer Term in this Rural Comprehensive School (age range 11-18; number on roll 1,200) a TEACHER to take charge of TECHNOLOGY and related subjects. Specialist facilities exists within a purpose built creative studies block.

Application forms and further details from Headmaster (stamped addressed envelope).

NORTHAMPTONSHIRE
NORTHAMPTON SCHOOL FOR BOYS
Billing Road, Northampton, NN1 5RT
Required for September, 1977, a TEACHER for WOODWORK with some TECHNICAL DRAWING (Scale 1). Some Sixth Form work is available in this 13-19 Upper School with the possibility of some Automobile work later. All Design subjects will move into new accommodation when the Design Block is completed.

Apply by letter (no forms) to the Headmaster at the school giving particulars of qualifications, experience and interests and the names and addresses of two referees, and enclosing a stamped addressed envelope.

NORTH YORKSHIRE
(COUNTY OF)
THE RIBSDALE SCHOOL
Catterick Garrison
Required for April or September, 1977, TEACHER of CRAFTS to work in a self-contained department of five rooms—two wood, two metal, one technical drawing. Scale 1 post, suitable for new entrant with an interest in breaking down traditional craft barriers and instituting design based courses in the fourth and fifth years.

Application forms (stamped addressed envelope, please) may be obtained from the Headmaster, The Risedale School, Hipswell, Catterick Garrison, North Yorkshire DL9 4BD, to be returned as soon as possible.

STAFFORDSHIRE
COUNTY COUNCIL
EASTERN AREA
THOMAS ALLEYNE'S HIGH SCHOOL
Uttoxeter, Staffs.
Group 12
Headmaster: R. B. Wooster, B.A.
Required for the Summer Term, 1977, or as soon afterwards as possible:
An ASSISTANT TEACHER (Scale 1) in the Technical Studies Department to teach mainly METAL CRAFT.

Assistance with Physical Education would be especially welcome. The school has modern facilities including an excellent Art/Craft block completed in 1974.

Initial application by letter to the Headmaster giving details of career and the names and addresses of two referees, as soon as possible.

R. M. Williams, Area Education Officer, Eastern Area Education Office, Guild Street, Burton upon Trent, DE14 1NE.

Other than by Subject Classification

Heads of Department

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT

DOVER DIVISION

ARCHERS COURT SECONDARY
Honeywood Road, Whitfield, Dover (Group 10)

Required September 1977, TEACHER to take charge of METALWORK, Scale 2. Subject is taught to boys and girls in their first two years, and is taken to C.S.E. level in the fifth year.

For further details and application forms apply to the Headmaster at the school.

SHROPSHIRE
EDUCATION COMMITTEE
To replace [illegible] Vacancy for September 1977
Scale 4
CHURCH STRETTON SCHOOL
(Comprehensive)
Shrewsbury Road, Church Stretton Shropshire
HEAD of communication co-ordinating ENGLISH and other LANGUAGES going comprehensive 4 Form Entry September, 1977.

Further details (send stamped addressed envelope) from the Head of the School: Mr R. E. Tanswell.

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
Required for September, 1977:
SMESTOW SCHOOL
RESOURCES
Scale 5. Head of Department to take charge of the Resources Centre and the Library.

This mixed comprehensive school of 1,320 pupils is pleasantly situated on the western side of the town.

Application forms and further details available from the Director of Education, Education Offices, St. John's Square, Wolverhampton WV2 4DB, to whom they should be returned within 10 days of this advertisement (stamped addressed envelope, please).

Other Posts on Scale 2 and above

CAMBRIDGESHIRE
CAMBRIDGE AREA
WORK EXPERIENCE UNIT
ASSISTANT TEACHER in the WORK EXPERIENCE UNIT at Waterbeach (6 miles from Cambridge) required for Easter to help prepare pupils from the Authority's Special and Secondary Schools for Working Life. The work is varied and challenging and offers scope to a person with imagination, practical ability and of a sympathetic nature. Experience with less able children, or in industry, desirable but not essential. Scale 2 post.

Further details and application forms are available from the Senior Area Education Officer, Shire Hall, Cambridge, CB3 0AP to be returned by 28th February, 1977.

Scale 1 Posts

CUMBRIA
EDUCATION COMMITTEE
APPLEBY GRAMMAR SCHOOL
(Mixed: Comprehensive 500 pupils)
Required for April TEACHER of GENERAL SUBJECTS (including Maths and English) in the first year intake—a purpose-built centre for the new annual intake.

Forms of application and further details from the Headmaster at the school to whom forms should be returned by March 4, 1977.

EAST SUSSEX
COUNTY COUNCIL
THOMAS PEACOCKE SCHOOL
The Grove, Rye.
Headmaster R. V. Fooks, B.A.
Challenging post (Scale 1) available September 1977 for young GRADUATE in HISTORY with ECONOMICS, COMMERCE/SOCIAL STUDIES, providing wide teaching experience in two Departments preparing pupils for C.S.E., "O" and "A" level. Sixth Form entry about thirty in both subjects. Ability to assist with games and extra-curricular activities an advantage.

Application forms from the Headmaster.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT

SWALE DIVISION

SITTINGBOURNE ST. JOHN'S HIGH SCHOOL FOR BOYS
Swanstree Avenue, Sittingbourne, Kent
TEACHERS required for MATHEMATICS, SCIENCES (state which science offered), and HANDICRAFTS.

Applications in writing, giving the names and addresses of two referees, to the Headmaster at the School.

NEWCASTLE upon Tyne
(City of)
EDUCATION COMMITTEE
GOSFORTH HIGH SCHOOL
The following teachers are required from September, 1977 in this Mixed Comprehensive High School for the 13-18 age range.
(1) PHYSICS TEACHER, Scale 1.
(2) MODERN LANGUAGES TEACHER, Scale 1, to take German to "A" level and French to "O" level.
(3) ENGLISH TEACHER (also able to offer Girls' Games) Scale 1.
(4) ENGLISH TEACHER (also able to offer Drama), Scale 1.

Application form and further details from the Headmaster, Gosforth High School, Knightsbridge, Gosforth, Newcastle upon Tyne, NE3 2JH on receipt of a stamped addressed foolscap envelope.

NORTH YORKSHIRE
(COUNTY OF)
HARROGATE GRAMMAR SCHOOL
Arthur's Avenue, Harrogate, North Yorkshire
(Coeducational, 1,500)
Required for September 1977—MASTER or MISTRESS to teach GENERAL SUBJECTS, including MATHEMATICS, to forms of less able children in the lower and middle school. Scale 1.

Applications should be sent direct to the Headmaster, giving the names of two referees.

WEST SUSSEX
COUNTY COUNCIL
MID-SUSSEX AREA
General applications are now being accepted for full-time Scale 1 posts only in the Mid-Sussex Area, for Summer and Autumn Terms, 1977, commencing April 26, and September 1, (please state which is applicable).

Form and details from Education Officer, 38 Church Road, Burgess Hill, RH15 9AJ, on receipt of foolscap stamped addressed envelope.

Lancashire County Council

CLOSING DATE 28TH FEBRUARY 1977

Primary and Special Schools

For application form send stamped addressed foolscap envelope to Chief Education Officer, P.O. Box 61, County Hall, Preston, PR1 8RJ, unless otherwise stated.

Secondary Schools

Forms/further details from and returnable to the Headteacher at the School. Stamped addressed envelope please.

SECONDARY SCHOOLS

DEPUTY HEADSHIPS

BLACKBURN BILLINGE HIGH SCHOOL (1,250 mixed)
Preston New Road, BB2 7AD
September, 1977.
Group 11.

HEAD OF DEPARTMENT

CARR HILL HIGH SCHOOL, Royal Avenue, Kirkham (1,170 mixed)
1st September, 1977.
MODERN LANGUAGES Scale 4.

BLACKPOOL COLLEGIATE HIGH (1,650 on roll, 560 in Sixth Form)
Blackpool Old Road, Blackpool FY3 7LS
September, 1977, or earlier if possible.
RELIGIOUS STUDIES Scale 3.

SCALE 2 POSTS & ABOVE

ALL HALLOWS R.C. HIGH SCHOOL, Crabtree Avenue, Central Drive, Penwortham, Preston, PR1 0LM (320)
September 1977.
MUSIC Scale 2 for suitable applicant.

SCALE 1 POSTS

CHORLEY, S MICHAEL'S C.E. HIGH SCHOOL (Aided, 850, Mixed), Astley Road, Chorley, Lancashire, PR7 1RS
1 September, 1977.
SCIENCE and/or MATHEMATICS.

BLACKBURN, SHADSWORTH HIGH SCHOOL (1,170 mixed)
Shadsworth Road
May, 1977.
PHYSICAL EDUCATION (Girls).

BLACKBURN, BILLINGE HIGH SCHOOL (1,250 mixed)
Preston New Road, BB2 7AD
May/September, 1977.
PHYSICAL EDUCATION.

OSWALDTWISTLE RHYDDINGS COUNTY HIGH SCHOOL
Haworth Street, Oswaldtwistle, Accrington, Lancs.
1,000 (11-16) Comprehensive Mixed
1st May, 1977, or earlier if possible.
FRENCH

NELSON EDGE END HIGH SCHOOL (1,001), Hibson Road, Nelson, Lancs.
As soon as possible.
HOME ECONOMICS.

BLACKPOOL COLLEGIATE (1,650 on Roll, 560 in Sixth Form)
Blackpool Old Road, Blackpool FY3 7LS
September, 1977, or earlier if possible.
1. MATHEMATICS.
2. DOMESTIC SCIENCE.
3. METALWORK and WOODWORK.

Sixth Form and Tertiary Colleges

Heads of Department

HARROW
EDUCATION COMMITTEE
LOWLANDS SIXTH FORM COLLEGE
Lowlands Road, Harrow HA1 3AQ
Telephone 01-422 2388
Temporary HEAD of the GERMAN DEPARTMENT. Scale 4 required for two terms from 19th April to 31st December. The department offers courses to "O" and "A" levels and contributes to the General Studies programme. This temporary appointment is to cover the maternity leave of the occupant of the post.
Application forms from and to be returned to the Principal of the College by 28th February.

Scale 1 Posts

CORNWALL
EDUCATION COMMITTEE
There is a scheme for removal expenses
ST. AUSTELL SIXTH-FORM COLLEGE
Principal: R. H. Thomas, M.A., B.Sc. Scale 2
For April or September, 1977, an Honours GRADUATE to assist in the teaching of "A" level PHYSICS with "A" and "O" level CHEMISTRY. Some C.S.E. work would also be required. A Scale 2 allowance might be available for a suitable candidate. A willingness to help with College activities would be an advantage.
Apply for further details to the Principal, St Austell Sixth-Form College, Trevarthian Road, St. Austell, Cornwall PL25 4BZ.
K. Cruise, Secretary for Education, Education Department, County Hall, Truro.

SURREY COUNTY COUNCIL

★ Fringe Area London Allowance £150 p.a. throughout the County
★ Generous relocation expenses in approved cases.

HEADSHIPS

WOOLMER HILL COUNTY SECONDARY, HASLEMERE
HEAD TEACHER required September, 1977, for this Group 9 mixed Comprehensive School for pupils aged 12-16, contributory to a Sixth Form College. The vacancy arises on the retirement of the present Head Teacher. Number on roll, September, 1976, 705. Salary scale £6,969-£7,593 per annum, plus £312 Supplement.
Further details and application forms available on receipt of a stamped, addressed foolscap envelope from the County Education Officer, County Hall, Kingston upon Thames KT1 2DJ.
Application forms to be returned by 4 March, 1977.

POSTS OF RESPONSIBILITY

COMPREHENSIVE

ESHER, WAYNEFLETE SECONDARY
(Number on roll 650, mixed 11-16)
GERMAN teacher to take charge of subject and to teach FRENCH to examination levels. Scale 2 post available for suitable candidate. From September.
HEAD OF ENGLISH. Scale 3. Required September, 1977.
Telephone: Esher 63002.

SUNBURY COUNTY SECONDARY
HEAD OF REMEDIAL DEPARTMENT. Scale 3.
HEAD OF SOCIAL STUDIES DEPARTMENT. Scale 3.
HEAD OF MODERN LANGUAGES. Scale 3.
HEAD OF MATHEMATICS. Scale 3.
ALL posts vacant from September, 1977.
Telephone: Sunbury on Thames 82844.

WEYBRIDGE, FULLBROOK COUNTY SECONDARY
HEAD OF ART DEPARTMENT required April, 1977. Scale 3. The Department is housed in three rooms in a recently erected block and ART is offered throughout the school to 'A' level.
Telephone: Byfleet 49301.

WEYBRIDGE, HEATHSIDE COUNTY SECONDARY
(Number on roll 566, mixed 12-16)
HEAD OF MATHEMATICS DEPARTMENT required for September. Scale 4.
Telephone: Weybridge 46162.

SCALE 1 POSTS

COMPREHENSIVE

DORKING, SONDES PLACE
MATHEMATICS teacher required April, 1977. Ability to teach 'A' level (Applied) a recommendation.
CHEMISTRY teacher required September. Graduate preferred. Courses up to 'A' level.
PHYSICS teacher required September. Ability to take some MATHEMATICS for limited periods. Graduate preferred.
Telephone: Dorking 87337.

OXTED COUNTY
FRENCH teacher required September or earlier if possible.
Telephone: Oxted 2425.

WEYBRIDGE, FULLBROOK COUNTY SECONDARY
FRENCH. Teacher to take subject throughout the age and ability range to 'O' level. From April. An ability to teach a second language would be welcome. 'A' level work could be made available in September for suitably qualified applicants.
Telephone: Byfleet 49301.

Further details available from the Head where the telephone number is shown. Application forms available on receipt of stamped, addressed foolscap envelope, from the County Education Officer, County Hall, Kingston upon Thames, KT1 2DJ.

NORTH YORKSHIRE
(County of)
SCARBOROUGH SIXTH FORM COLLEGE
(Co-educational, 600 students)
Required for September 1977 GRADUATE to teach ENGLISH to all levels. Applicants should also be prepared to teach the subject as a general study and to take some part in the extra-curricular life of the college. An interest in drama would be particularly welcome.
Apply by letter, with curriculum vitae and the names of two referees, to the Principal, Scarborough Sixth Form College, Sandybed Lane, Scarborough, as soon as possible.

Special Education

Headships

DEVON
THE WEST OF ENGLAND SCHOOL FOR THE VISUALLY HANDICAPPED
Exeter
Applicants for appointment as HEAD TEACHER should write for further details to the Clerk to the Governors at 3 St Mary's Park, Ottery St Mary, Devon EX11 1JA. Closing date for applications February 25. Teaching experience essential, previous work with handicapped children important. Appointment from September 1, 1977. Burnham Scale 6(S).

GLOUCESTERSHIRE
BADGEWORTH GROUP OF SPECIAL SCHOOLS
BADGEWORTH COURT SCHOOL
Badgeworth, near Cheltenham
HEADMASTER, Group 4S, required.
Badgeworth Group is at present an independent service to local authorities comprising three highly specific schools and a hostel dealing with a whole spectrum of maladjustment. Each school within the Group has a high degree of autonomy but conforms to a general philosophy and to attitudes initiated by the Director.
Badgeworth Court School caters for 52 maladjusted boys within age range eight to 16 years who are considered to require residential schooling by virtue of minimal brain injury, perceptual difficulties, dyslexia and associated physical, behavioural and educational problems. Psychiatric disturbances; neurotic disorder.
Qualified and experienced teachers in this or associated fields are invited to apply.
Salary: Burnham Scale Group 4S.
Application forms obtainable from the Director, Badgeworth Court School, Badgeworth, near Cheltenham. Telephone: Churchdown (0452) 713187.

HEREFORD AND WORCESTER
COUNTY COUNCIL
EDUCATION DEPARTMENT
HANLEY CASTLE RHYDD COURT SCHOOL
Resident HEAD TEACHER (Group 5 (S)) required for September 1977, at this day boarding school for 70 E.S.N. (M) boys. Additional residential allowance payable currently £937.50 per annum.
Resident MATRON also required. Salary Grade 3 of the Scales for Residential Child Care Officers (currently £2,3?4 to £2,8?? plus £312 supplement).
It is hoped that a joint husband and wife appointment can be made to the two posts.
Application forms and further details obtainable from County Education Officer (F/KAR), County Education Office, Castle Street, Worcester, WR1 3AG, on receipt of a stamped addressed envelope (foolscap).
Closing date: 1st April, 1977.

SHEFFIELD
EDUCATION
SHIRLE HILL HOSPITAL SCHOOL
(Psychiatric)
Appointment of HEAD TEACHER—Group 3(S)—£4,4?? to £5,??0 plus £312
Applications are invited for appointment as HEAD of this Hospital School on the retirement of the present Headmistress, Mrs. J. Hanson, in August 1977.
The School was opened in small but new buildings in 1970 and provides educational facilities for up to 20 psychiatrically disturbed children between three and 13 years of age.
It is adjacent to Shirle Hill Hospital Child Psychiatry Annexe in which there are residential facilities for 16 pupils. It is a day school and the staff are employed by the Sheffield Education Committee and are not required to undertake any residential duties.
Applications are invited from teachers who are experienced in working with emotionally disturbed children, and who have the ability to lead the teachers in their work as part of the Multi-disciplinary Team.
The possession of a relevant diploma in special education will be an advantage.
Forms of application, obtainable from the Chief Education Officer, should be returned to him at P.O. Box 67, Leopold Street, Sheffield S1 1RJ, on or before March 4, 1977.

SOUTH TYNESIDE
(Borough of)
EDUCATION DEPARTMENT
OAKLEIGH GARDENS SPECIAL SCHOOL (E.S.N.)
HEAD TEACHER, Group 6S
(Readvertisement)
Applicants are invited from suitably qualified and experienced TEACHERS, to commence after Easter 1977. The school caters for 80 children inclusive of 20 special care children. Further details from this office.
Application forms for the above post may be obtained from the Director of Education, Town Hall, Jarrow, Tyne and Wear, by sending a stamped addressed envelope. Completed forms to be returned within 14 days of this advertisement.

STAFFORDSHIRE
EDUCATION COMMITTEE
MARSHLANDS (E.S.N.S.) SCHOOL
Lansdowne Way, Wildwood, Stafford
(Roll 80)
(Readvertisement)
HEADTEACHER Group 5(S) required.
Marshlands is a newly opened replacement school. Applicants should desirably have experience in the teaching of E.S.N.S. children in addition to teaching in other areas of education.
Applications already received will remain under consideration.
Application forms and further particulars obtainable from and returnable to the Chief Education Officer (Staffing), Education Offices, Tipping Street, Stafford ST16 2LP (stamped addressed envelope).

WEST SUSSEX
COUNTY COUNCIL
MID-SUSSEX AREA
COURT MEADOW
Hanlye Lane, Cuckfield RH17 5HN
(Group 5(S))
HEAD TEACHER required September, for this Special School for Handicapped Children. Approximately eighty children on roll (age range three to 16 years) including Special Care Unit.
Forms and details from Education Officer, 38 Church Road, Burgess Hill. Closing date two weeks from appearance of this advertisement.

Deputy Headships Senior Masters/ Mistresses

ESSEX
HOMESTEAD SCHOOL
(Roll 46)
School Road, Langham, Near Colchester
(Re-advertisement)
DEPUTY HEADTEACHER
Required at this residential school for maladjusted boys aged 11-16.
For this position a qualification in special education is desirable; experience with problem children is essential.
This post is now advertised at the 5S level and not 4S as previously stated. Previous applicants need not re-apply as their applications will be considered.
Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned.

LANCASHIRE
ROYAL CROSS SCHOOL
For the Deaf and Partially Hearing
Applications are invited from experienced TEACHERS for the post of VICE-PRINCIPAL at this Residential School (78).
The Principal, C. P. Jones, Royal Cross School, Brockholes Brow, Preston, Lancs. PR2 5AL, will forward further details and application forms on receipt of a stamped addressed foolscap envelope.

NEWCASTLE upon Tyne
(City of)
EDUCATION COMMITTEE
SHERIFF LEAS E.S.N. (S) SCHOOL (Group 6s)
Appointment of DEPUTY HEAD TEACHER
(Readvertisement)
Salary Scale £4,893 to £5,493 plus £312 Supplement.
A Deputy Head Teacher is required as soon as possible for Sheriff Leas School. Applications are invited from suitably qualified persons with considerable experience in the field of special education. An advanced qualification in special education would be an advantage.
Sheriff Leas School provides education for 120 children aged 3½-16 years and has a special care unit for 20 children.
Further details and application forms are obtainable from the Director of Education, Special Services Section, Civic Centre, Barras Bridge, Newcastle upon Tyne NE1 8PU. Application forms should be returned by 4th March, 1977.

SEFTON
(Metropolitan Borough of)
EDUCATION COMMITTEE
ST. PAUL'S SPECIAL E.S.N. (M.) SCHOOL
Menai Road, Bootle
Merseyside, L20 6AN
Required for Summer term 1977: DEPUTY HEAD TEACHER (Group 6). Woodwork an advantage.
Application form and further details available from Chief Education Officer, Sefton Education Committee, Burlington House, Crosby Road North, Waterloo, Liverpool L22 0LG, on receipt of a stamped addressed envelope, to be returned as soon as possible, not later than 28th February 1977.

Heads of Department

HAMPSHIRE
LORD MAYOR TRELOAR COLLEGE
ENGLISH TEACHER required from September 1977 to take charge of the English Department and to teach ENGLISH to C.S.E. and "O" level in this non-maintained special boarding school for Physically Handicapped boys aged 11 to 19.
Salary scale II (S), or III (S) for well qualified and experienced person, plus £360 p.a. paid for extra duties.
Married or single accommodation at reasonable rent. Pleasant rural situation.
For further details and application form, which should be returned within 2 weeks of the appearance of this advertisement, send stamped addressed envelope to the Headmaster, Lord Mayor Treloar College, Froyle, nr Alton, Hants GU34 4LA.

Other Posts on Scale 2 and above

BEDFORDSHIRE
EDUCATION SERVICE
ST. MARGARET'S SCHOOL (E.S.N. (M.))
Great Gaddesden
Hemel Hempstead, Herts
Required for April, 1977, TEACHER of HOME ECONOMICS and NEEDLEWORK. Scale 2S. Accommodation available.
Application form and further particulars obtainable from the Headmaster at the school.

BERKSHIRE
Applications are invited from suitably qualified and experienced teachers for the full- or part-time post of TEACHER/COUNSELLOR FOR MENTALLY HANDICAPPED CHILDREN of Pre-School Age, to be filled from April, 1977, or as soon as possible. The successful applicant, who will be based at Addington School, Woodley, will be required to provide support for the family and liaise with the school to which the child will eventually be admitted. Burnham Scale 2, Scheme for Lodging Allowance and Removal Expenses in approved cases.
Further details and application forms, which should be returned by March 8, may be obtained from the Director of Education (FM), Kennet House, 80/82 King's Road, Reading RG1 3BL (stamped addressed envelope please).

BRIGHTON
OVINGDEAN HALL SCHOOL FOR PARTIALLY HEARING CHILDREN
Greenways, Ovingdean, Brighton BN2 7BJ
Applications are invited for the following post for April, 1977, at this mixed residential school (Group 7S) situated in very pleasant surroundings on the coast four miles from Brighton.
ASSISTANT TEACHER for First School (male or female). This department comprises 20 children aged six to nine years and a staff of five, housed in a new purpose-built open-plan situation.
Burnham Scale plus Special Schools Allowance. Possibility of a Scale 2 post for holder of relevant qualification.
Payment for out-of-school duties (not exceeding 18 hours weekly) according to national scale.
A successful applicant not in possession of a qualification for teaching the deaf will be required to qualify within three years of appointment.
Further information and application form from the Headmaster at the school.

CAMBRIDGESHIRE
WORK EXPERIENCE UNIT
See Secondary, other individual subjects, Scale 2.

COLCHESTER
THE OXLEY PARKER SCHOOL
Experienced TEACHER for maladjusted boys, 8-16 years. Able to offer some Rural Studies and General Subjects. Scale 3 Post (Third in Charge).
Unfurnished flat in school building.
Application forms from: The Secretary, Royal Eastern Counties Schools, 24 Oxford Road, Colchester.

KIRKLEES
FAIRFIELD SPECIAL (E.S.N.) SCHOOL
See advertisement under Scale 1.

NEWHAM
(London Borough of)
ELIZABETH FRY SCHOOL
Suffolk Road, London E13 0HE
(Roll 80)
Head Teacher, Mr G. C. Early
Required for September, 1977:—TEACHER to be in CHARGE of ASSESSMENT NURSERY UNIT at Elizabeth Fry E.S.N. School. Nursery staff include a second teacher, three nursery nurses and various welfare assistants. The teacher appointed will need to be experienced at assessing nursery age children and be familiar with E.S.N.M. and E.S.N.S. as well as P.H. The post involves close liaison with parents and a wide range of colleagues from other disciplines.
Reports submitted by the unit are used as a basis for discussion at Education Case Conference and the teacher-in-charge may from time to time be required to attend such conferences.
Further information may be obtained from Mr Early, Head Teacher, 01-476 5221.
Scale 2 (S) Post.
Burnham Scales, plus London Allowance £402, plus Annual Supplement £312.
Application forms from the undersigned and should be returned as soon as possible.
J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.

NORTHAMPTONSHIRE
FIRDALE SCHOOL
Cottingham Road, Corby
Northamptonshire NN17 1TD
Firdale is a Day E.S.N. (M) School. Required for September, 1977, or earlier if possible, an experienced TEACHER to take charge of a reception 'assessment group of children aged five to seven years.
Previous experience in Special Schools and/or of diagnostic work desirable.
Special Schools Allowance payable and a Scale 2 post is available for the person with relevant qualifications and experience.
Rented accommodation available in Corby.
An application form and further details available from Head Teacher (stamped addressed envelope).

NORTHAMPTONSHIRE
KINGSLEY SCHOOL
Churchill Way, Kettering
Northamptonshire NN16 8NZ
Required for September, 1977, a TEACHER to take charge of a group of young children with speech and language difficulties rather than physical disabilities.
This is a new post to be created at this school for Physically Handicapped pupils aged two to 16, which moved to new purpose-built premises a year ago. The person to be appointed should have a special interest in speech and language problems and a Scale 2(S) post may be available to a suitable candidate.
Application forms and further details from Headmaster (stamped addressed envelope).

Scale 1 Posts

BRISTOL
Qualified TEACHER, preferably DOMESTIC SCIENCE background, required for residential therapeutic community in Bristol.
St. Francis House is designed for the treatment of emotionally disturbed adolescents and we wish to develop an educational programme within the project. The post is residential—starting salary £2,200 per annum, plus full keep and board.
Application forms from the Secretary to the Director, St Francis House, 2, Trelawney Road, Cotham, Bristol BS6 6EA.

CHESHIRE
EDUCATION COMMITTEE
UPTON-BY-CHESTER NEW PURPOSE-BUILT SCHOOL FOR PHYSICALLY HANDICAPPED CHILDREN
Wealdstone Lane, Upton-by-Chester
Required for May 1, 1977, two enthusiastic TEACHERS. Scale 1 + S.C.A. £2?1 per annum with Nursery Infant experience. Close liaison with parents will be necessary.
Application forms obtainable from the District Education Officer, 16 Whitefriars, Chester. Closing date: March 1, 1977.

DORSET
SAINT FRANCIS SCHOOL FOR BOYS
Hooke, Beaminster, Dorset DT8 3NY
Required, an ART TEACHER for September, 1977, who might also teach GENERAL SUBJECTS. St. Francis is a School for 47 maladjusted boys aged 10-16 of average and above average intelligence. We have a structured and kindly discipline and boys are taught in groups of eight. Single accommodation available.
Burnham Scale 1 plus supplement of £312 and Special Schools Allowance of £?51, plus extraneous duties as agreed (£920 per annum for 25 hours per week).
Applications in writing to the Headmaster.

DUDLEY
METROPOLITAN BOROUGH
HALESBURY DAY SCHOOL (ESN (M)), Feldon Lane, Halesowen
Required for April 18, 1977: temporary TEACHER in first instance. Experience in dealing with children who have learning difficulties an advantage.
Further details from the Headmaster (telephone 021-422-5521). Application forms from and returnable to J. Hirst, Director of Education, 3 St. James's Road, Dudley, West Midlands DY1 1JQ (stamped addressed envelope).

THE DYSLEXIA INSTITUTE
invites application for a part-time post: the successful applicant will first undergo training in the special techniques and language training given to dyslexic children by Institute staff. Training will consist of two full days a week at the Institute in Staines for two terms. Expenses and a small grant will be given while under training.
On successful completion of training the starting salary will be at Burnham Scale 1 or, if less than half full time is worked, on a sessional basis.
The applicant should be mobile and prepared to work in an area bounded by High Wycombe, Staines and Wimbledon.
Further information from the Executive Director, 133 Gresham Road, Staines, TW18 2AJ. Telephone Staines 59498.

DUMFRIES AND GALLOWAY REGIONAL COUNCIL
EDUCATION DEPARTMENT

Applications are invited from suitably qualified teachers for the undernoted posts.

PRINCIPAL TEACHER OF REMEDIAL EDUCATION—ANNAN ACADEMY
Annan Academy is a fully comprehensive six-year school with a roll of 1,330 (approx.)
Head Teacher: Mr. R. Dalgleish. School Tel. No.: Annan 2045/5.
Applicants should hold the special qualification for Remedial teaching in secondary schools.
Responsibility Element of Salary—£1,171 per annum.

TEACHER OF HISTORY/LATIN—DALRY SECONDARY SCHOOL
Four-Year School. Roll 165.
Head Teacher: Mr. W. A. M. Hall. School Tel. No.: Dalry 239.

TEACHER OF MATHEMATICS—KIRKCUDBRIGHT ACADEMY
Six-Year School. Roll 640.
Head Teacher: Mr. J. M. Mason. School Tel. No.: Kirkcudbright 440.
S.C.I. Work Available.

TEACHER OF PHYSICS—LOCKERBIE ACADEMY
Six-Year School. Roll 1,000.
Head Teacher: Mr. W. Anderson. School Tel. No.: Lockerbie 2626.
Applications forms and further information may be obtained from the undersigned, to whom completed forms should be returned within 14 days of the appearance of this advertisement.
Education Offices, 30 Edinburgh Road, Dumfries DG1 1JQ
J. K. PURVES, Director of Education.

LOTHIAN REGIONAL COUNCIL DEPARTMENT OF EDUCATION

TEACHING APPOINTMENTS

Applications are invited from registered teachers for the following posts:—

EDINBURGH DIVISION—SECONDARY

		Responsibility Allowance
PRINCIPAL TEACHER		
James Gillespie's High School	Modern Studies / Remedial Education	£1,371 (subject to review)
ASSISTANT PRINCIPAL TEACHER		
James Gillespie's High School	Outdoor Education	£687 (subject to review)
St. Thomas of Aquin's High School	Modern Languages	£516

MIDLOTHIAN DIVISION—PRIMARY

HEAD TEACHER		
Paradykes Primary School		£1,824 (subject to review)

TEACHING POST — Music
A number of vacancies exist for teachers of music in the primary schools throughout the Division.

SECONDARY
ASSISTANT PRINCIPAL TEACHER
St. David's High School, Dalkeith — English — £591
Salaries in accordance with the current Scottish Teacher's Salaries Memorandum.
Candidates should specify for which post they wish to apply. Application forms are available from the appropriate Divisional Education Officer at the following addresses:—
Mr G. E. Ferguson, Divisional Education Officer, Edinburgh Division, 40 Torphichen Street, Edinburgh EH3 8JJ.
Mr D. S. Brotchie, Divisional Education Officer, Midlothian Division, 40 Torphichen Street, Edinburgh EH3 8JJ.
The closing date for Applications is Friday, March 4, 1977.

SPECIAL EDUCATION
Scale 1 Posts
continued

HEREFORD AND WORCESTER
(County Council of)
EDUCATION DEPARTMENT
THE VALE OF EVESHAM SCHOOL
Four Pools, Evesham
Worcestershire WR11 6DG
Applications are invited from TEACHERS with special training or qualifications, to be responsible for a group of nursery (E.S.N. (S.)) children. The children are accommodated in a new block recently completed with all the necessary management services. This is a Scale 1 post.
Application forms and further details obtainable from the Headmaster on receipt of a stamped addressed envelope (foolscap).

HERTFORDSHIRE
COUNTY COUNCIL
THE HYDE SCHOOL
Holwell Hyde, Cole Green Lane, Welwyn Garden City
Headmaster: P. J. Burt
Required at this all age E.S.N. (M) school for the summer term:
(1) PHYSICAL EDUCATION TEACHER to be responsible for physical activities with junior and senior children. Scale 1 post plus Special Schools Allowance and London Fringe.
(2) CLASS TEACHER for mixed 12-13 years group. Scale 1 plus Special Schools Allowance and London Fringe.
For both posts Special School experience desirable but not essential.
Application forms, etc., from the Headmaster.

HILLINGDON
(London Borough of)
MOORCROFT SCHOOL
(E.S.N.S.)
Harlington Road, Hillingdon, Middlesex.
Required for April, 1977, experienced TEACHER for this day E.S.N. (S) School. Scale 1 plus special schools allowance but possibility of Scale 2(S) for suitably qualified and experienced applicant.
Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex, to whom they should be returned as soon as possible.
London Allowance payable. 75 per cent removal expenses and some assistance with accommodation in appropriate cases.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
TONBRIDGE AND MALLING DIVISION
HARDWICK DAY SPECIAL SCHOOL
Coldharbour Lane, Hildenborough
Tonbridge, TN11 9LE
Vacancy for September 1977 (post suitable for first appointment). TEACHER with training for mentally handicapped children to take Reception Class of E.S.N. (S.) children.
Further details and application form from the Headmaster at the above school.

MAIDSTONE DIVISION
GLEBELANDS COMMUNITY HOME
Harrietsham
Experienced TEACHER (Scale 1) required as soon as possible to teach in a Community Home dealing mainly with delinquent boys aged between 14 and 16 years.
Applications (stamped addressed envelope) from Divisional Education Officer, Astley House, Hastings Road, Maidstone.

KINROSS
Wanted for April 18th, 1977, ASSISTANT TEACHER.
LENDRICK MUIR SCHOOL
Rumbling Bridge, Kinross
Co-educational, residential secondary school for maladjusted children of above average intelligence. Please state level of subjects offered (particularly interested to hear from Chemists and/or Physicists). Also what hobbies willing to take with pupils (Music, e.g.).
Salary: Scale 1; S.S.A. £297; and in return for extra-curricular time, £111 plus free board and lodging if single; if married rent and rate-free bungalow.
Reply to Headmaster stating two referees and when available for interview.

KIRKLEES
FAIRFIELD SPECIAL E.S.N. (S) SCHOOL
Dale Lane, Heckmondwike WF16 9PA
This new school is due to open in March, 1977, and requires the following staff as soon as possible:
(1) TEACHER to be responsible for HOME ECONOMICS in the flatlet in addition to normal teaching duties. Pianist an advantage. Scale 2 (S) available for suitable applicant.
(2) TEACHER experienced with 11 to 14 age range to be responsible for the development of PHYSICAL EDUCATION throughout the school. Scale 2 (S) available for suitable applicant.
(3) Two TEACHERS, each to be responsible for a small group of children in the Special Care Unit. Scale 1 plus Special Schools Allowance. Many of these children are severely mentally handicapped in addition to being physically handicapped. There will be three groups in this semi-open plan unit each with a teacher and non-teaching assistant.
Further information regarding all the above posts may be obtained from the Head Teacher (present telephone number Kirkburton 2191).
Application forms (stamped addressed envelope please) from the Director of Educational Services, Oldgate House, 2 Oldgate, Huddersfield HD1 6QW, to whom completed forms should be returned.

LINCOLNSHIRE
ASSISTANT TEACHER
SPALDING, PRIORY RESIDENTIAL SPECIAL (SENIOR ESN) SCHOOL
Burnham Scale £2,5?? to £4,0?? plus £351 Special Schools Addition (120 on roll)
Required for April or September: Assistant Teacher for Senior Football, Cricket and Games.
Payment made for additional out of school duties for 7½ hours per week. Apply by letter to Headmaster at the school, Neville Avenue, Spalding, Lincs, as soon as possible.

NEWHAM
(London Borough of)
ELEANOR SMITH SCHOOL
North Street, London E13 9HN
(Roll 74)
Head Teacher: Mr. R. Taaffe
Required Easter 1977
Applications are invited for the post of SENIOR UNIT TEACHER at the new, purpose-built, all age Day School for Maladjusted Children. The age range in this class is 11 to 16 years. To candidates with experience of the juniors or secondary aged pupils would be especially suitable.
It would be helpful for candidates to have experience in the field of maladjustment ... and/or specialist ...

qualifications, but neither is essential. The teacher wanted is one who forms caring but professional relationships, and to whom difficult children seem to attach themselves. He/she should be able to work easily as a member of a team whose fundamental purpose is the creation of a therapeutic environment for the children in its care.
Scale 1S.
Burnham Scales plus London Allowance £402 plus Annual Supplement £312.
Further details and application forms may be obtained from the Head Teacher (telephone 01-471 0018) and should be returned to the school as soon as possible.
J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford E15 4BH.

SHROPSHIRE
REMEDIAL TEACHER, experienced for remedial work plus some General Subjects. This remedial teacher is wanted by school of 55 Residential maladjusted pupils. This could be a graded post for suitably qualified or experienced teacher. In any case salary is Burnham plus special schools.
For a single person we could offer accommodation for a nominal rate; if married they would have to find their own.
Independent school situated in a beautiful country house.
Please write Principal, Burnt Norton School, Cheswardine, near Market Drayton, Salop TF9 2RJ.

SUFFOLK
COUNTY COUNCIL
KIRKLEY PRIMARY SCHOOL
No. on roll: 197
Headmaster, Mr. D. Boyd
ASSISTANT TEACHER required from September, 1977, for Area Special Class, maximum of 12 pupils aged 7 plus to 11 years, mainly borderline E.S.N. Salary Scale 1 plus special class allowance.
Application forms and further details from the Headmaster, Kirkley Primary School, Southwell Road, Lowestoft (stamped addressed envelope) to whom they should be returned as soon as possible.

SURREY
PEPER HAROW
Godalming, Surrey
MEMBERS OF STAFF
Two members of staff are required in this evolving Therapeutic Community for about 50 adolescent boys of average to superior intelligence with severe emotional difficulties.
Peper Harow aims to provide an integrated approach to the treatment of those problems in which every experience in the life of the community whether domestic work, mountain expeditions or education to "O" and "A" levels is seen to have therapeutic potential.
The Community is set in extensive grounds, and possesses fully equipped art and craft studios, gymnasium and swimming pool, in addition to conventional study facilities.
There are about 30 staff, predominately qualified teachers, with varied backgrounds and professional experience. Each member of staff brings to the work a high level of professional skill in his or her own field, plus the capacity to handle an exacting, strenuous and initially unfamiliar working environment.
Excellent accommodation is available at minimal rent for both single people and those with families.
Salary according to professional scale plus residential payments of £1,443 per annum.
If you are interested in this creative and challenging work please apply to the Director of Peper Harow for application forms and further information.
Closing date for completed application forms, 5th March, 1977.

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
Required Easter, 1977:
TETTENHALL WOOD SPECIAL SCHOOL
School Road, Wolverhampton
TEACHER required for a group of 8-10 year old E.S.N. (S) children. Experience with handicapped children preferred, but not essential. Music an advantage. Scale 1 plus Special Schools Allowance.
Applications by letter (no forms) giving details of qualifications and curriculum vitae, within seven days of this advertisement, to the Director of Education, Education Offices, St. John's Square, Wolverhampton, WV2 4DB.

Independent Schools

Headships

ROCHDALE
HEAD TEACHER required for small private school in Rochdale, about 80 full-time pupils aged four to 11 years, with long waiting list. Established academic record.
The new Head should be prepared to stay some years to develop curricula to meet the needs of a changing society. Excellent staff.
Salary on Burnham Scale basis.
Please reply, stating names of two referees, to Clove House School, Broadfield Stile, Rochdale, Lancs.

SOMERSET
THE PARK SCHOOL
Yeovil
The Governors invite applications for the HEADSHIP of this independent Christian school for girls aged four to 18 (present number on roll 210, including 65 boarders). The school has recently acquired a new building for half its numbers and other building is in progress.
Candidates should have good academic standing, experience of boarding school education, lively interest in the possibilities of such a school in the present situation and should be in agreement with the evangelical basis of the Trust.
Further particulars from the Clerk to the Governors.

WORCESTERSHIRE
MALVERN GIRLS' COLLEGE
Malvern
Independent Boarding School for 550 girls
Vacancy in April, 1977, for the post of resident HOUSEMISTRESS for boarding house of girls aged 11-14. Applicants need not have teaching qualifications but the post could be combined with some teaching if desired.
Please write to the Headmistress, with copies of testimonials if available, giving full details and the names and addresses of two referees.

Deputy Headships Senior Masters/ Mistresses

BUCKINGHAM
Required for April, 1977, senior MISTRESS (resident), preferably with previous independent school experience, to assist the Principals and to teach HISTORY at middle and secondary levels in small independent boarding school for girls. Country position. Own car essential. Flat available.
Salary by agreement.
Apply in writing, stating qualifications and experience to the Principal, Charmandean School, Lillingstone Dayrell, Buckingham, Bucks.

KENT
WEST HEATH
Sevenoaks
DEPUTY HEAD wanted September Independent Boarding School 140 girls 11-18. Post to include timetabling and some teaching of Mathematics plus Physics or Chemistry. Specific duties and responsibilities to be decided in consultation with Principal.
Candidates should apply to Principal stating qualifications, experience and referees.

LEICESTERSHIRE
BROOKE HOUSE SIXTH FORM COLLEGE
Market Harborough
SENIOR TUTOR (Resident). Applications are invited for a post of high responsibility in this independent co-educational Sixth Form College of 75 resident students.
The Resident Senior Tutor would assist the Principal in the day to day running of the establishment and would assume various administrative, academic and pastoral responsibilities. Certain duties would be specified, others would be decided according to the successful candidate's interests and abilities. It is a key position at the centre of a small educational unit, and would appeal to a person with energy, imagination, versatility and ambition who has the ability to organise and to accept responsibility.
Applicants should be Science Graduates, aged 24-30, preferably with experience of Sixth Form teaching and residential education.
The starting salary is £3,800 with free living.
Applications, by letter only, should include a full curriculum vitae and the names and addresses of two referees, and should be sent to the Secretary, Brooke House, Market Harborough, from whom further details may be obtained.

OXFORDSHIRE
SIBFORD SCHOOL
Sibford Ferris, Banbury
Oxfordshire
(Quaker co-educational boarding school; 360 pupils ages 11 to 18)
Appointment of DEPUTY HEAD following the appointment of the present Deputy Head to Headmistress of The Mount School, York, from September, 1977.
Applicants should have boarding school experience and be member of the Society of Friends or in close sympathy with its principles.
For full details and application forms write to the Headmaster.

By Subject Classification

Art and Design

Heads of Department

LONDON
NOTTING HILL AND EALING HIGH SCHOOL
Girls' Public Day School Trust
2, Cleveland Road, Ealing,
W13 8AX
Required for September, 1977, HEAD of ART DEPARTMENT (Scale 3), to organise the subject, and to teach painting and drawing throughout the Senior School to "O" and "A" level. An interest in a craft (e.g. fabric-printing) most desirable and interest in History of Art essential.
Letters of application as soon as possible giving full particulars and the names of two referees to the Headmistress at the school.

Other Assistants

LONDON, SW1
Required in September, an experienced TEACHER to teach ART throughout the school. Ability to teach another subject would be an advantage. This is a day preparatory school of 165 boys.
Burnham Scale. Government Superannuation.
Apply in writing to the Headmaster, Sussex House School, 68 Cadogan Square, London SW1X 0EA, with full particulars of training and experience.

LONDON, W.6
ST. PAUL'S GIRLS' SCHOOL
Brook Green, Hammersmith
Required from the beginning of the Summer term, April 21, for three days a week a SPECIALIST in PRINTMAKING to be responsible for the Print Studio and to share in the work of the Art Department.
Applications in writing to the High Mistress giving a full curriculum vitae and the names and addresses of referees.

PETERBOROUGH
OUNDLE SCHOOL
Oundle
ARTIST-in-RESIDENCE 1977-78
Applications are invited for the post of Artist-in-Residence. The appointment is from September.
Full details of the post are available from the Headmaster, to whom application should be made, including three slides of recent work.

SURREY
SACRED HEART SCHOOL
Woldingham
R.C. Independent Boarding School for 400 girls 11-18
TEACHER for Art required for September 1977 Scale 1 Burnham plus London Fringe Allowance. Junior and O Level Art with possibility of A Level work later. The school has a well established department with four studios. Girls are successful in gaining entry to foundation and degree courses and Universities. Part Time (3/5) available in Summer term.
Apply to the Headmistress by letter with curriculum vitae and names and addresses of two referees by 23rd February 1977.

Classics

KENT
SEVENOAKS SCHOOL
Kent
(850 pupils)
Required for September, 1977, enthusiastic young TEACHER of LATIN and CLASSICAL STUDIES, mainly to Ordinary level, with the possibility of some Greek.
Ability to help with Soccer a recommendation.
Apply to Headmaster (from whom full details are obtainable) with full curriculum vitae and names of two referees.

SOMERSET
DOWNSIDE SCHOOL
Required for 1 year from September 1977, GRADUATE to teach LATIN to "O" level. Ability to assist with Games and extra-curricular activities an advantage.
Apply with curriculum vitae and particulars of two referees to Headmaster, Downside School, Stratton-on-the-Fosse, Bath BA3 4RJ.

Domestic Subjects

EXETER
THE MAYNARD SCHOOL
(Direct Grant, 480 Girls)
Required next September, a well-qualified ASSISTANT TEACHER (Scale 1) to teach COOKERY and NEEDLEWORK throughout the school up to and including "A" level.
Apply by letter (no forms required) direct to the Headmistress, enclosing testimonials and the names of two referees.

Economics

BRIGHTON
BRIGHTON COLLEGE
Required for September, a GRADUATE to teach ECONOMICS with allied subjects. Assistance with games would be appreciated.
Salary above Burnham and accommodation may be available.
Apply, with the names of two referees, to the Headmaster, Brighton College, Brighton BN2 2AL.

HULL
HYMERS COLLEGE
(H.M.C. 800 boys)
Required for September: GRADUATE to teach ECONOMICS in Form 6 to "A" level and HISTORY in the lower and middle school. Ability to help with games (rugby and cricket) an asset. Burnham Scale, 1/2.
Write to the Headmaster giving the usual details and names of two referees.

LONDON, W.13
Boys' Independent Grammar School requires for April a GRADUATE to take LAW to "A" level with ENGLISH LANGUAGE to "O" level and Junior HISTORY. London Burnham.
Apply in writing to the Headmaster, Ealing College Upper School, 83 The Avenue, London, W.13.

SOMERSET
KING'S COLLEGE
Taunton
Required for the Summer Term of 1977:—
TEACHER of ECONOMICS and POLITICAL STUDIES at "A" and "S" level. Temporary replacement for man on sabbatical leave. Burnham Scale.
Apply Headmaster.

WORCESTERSHIRE
MALVERN COLLEGE
A well qualified ECONOMICS GRADUATE is required for September 1977 to teach ECONOMICS and POLITICS to Advanced and Scholarship levels. The post is for one or two years in the first instance to replace a member of staff who is directing the Malvern Schools and Industry project. The Economics Department with 100 Sixth Form students is housed within a fully equipped resources centre. The school's computer is available to the department.
Applications, together with curriculum vitae and the names & addresses of two referees, should be sent as soon as possible to the Headmaster, Malvern College, Worcestershire.

English

Heads of Department

CUMBRIA
AUSTIN FRIARS SCHOOL
Carlisle CA3 9PB
(S.H.M.I.S.; P.S.Y.B., page 718)
Required for September, 1977, ENGLISH GRADUATE as HEAD of DEPARTMENT to organize and teach the subject throughout the school to University Entrance level. Burnham Scale. Help with out-of-school activities most desirable.
Apply by letter, to the Headmaster, with curriculum vitae and names and addresses of two referees.

HAMPSHIRE
LORD MAYOR TRELOAR COLLEGE
ENGLISH TEACHER required from September, 1977, to take charge of the English Department and to teach ENGLISH to C.S.E. and "O" level in this non-maintained special boarding school for Physically Handicapped boys aged 11 to 19.
Salary Scale II (S) or III (S) for well qualified and experienced person, plus £360 per annum paid for extra duties.
Married or single accommodation at reasonable rent. Pleasant rural situation.
For further details and application form, which should be returned within two weeks of the appearance of this advertisement, send stamped addressed envelope to the Headmaster, Lord Mayor Treloar College, Froyle, near Alton, Hampshire GU34 4LA.

Other Assistants

BOURNEMOUTH
ST. PETER'S SCHOOL
Scale 1 post
Required for September, 1977, a TEACHER for ENGLISH to "O" level and, if possible, to assist with games.
St. Peter's is an Independent Catholic secondary school with 750 pupils, 150 of whom are in the Sixth Form.
Please apply to the Headmaster, enclosing a curriculum vitae ...

BUCKINGHAMSHIRE
WYCOMBE ABBEY SCHOOL
High Wycombe
Wanted in September 1977, graduate ASSISTANT ENGLISH MISTRESS to share teaching throughout the school. This would include some work for "O" level, "A" level and Oxford and Cambridge entrance examinations. Non-resident post: Burnham Scale.
Apply with testimonials to the Headmistress.

LANCASHIRE
BURY GRAMMAR SCHOOL
(700 boys, H.M.C.
Direct Grant, Independent)
Required for September, 1977, a GRADUATE, to teach ENGLISH at all levels up to G.C.E. "A" level. Salary Burnham Scale 1.
Applications to the Headmaster, Bury Grammar School, Bury, Lancashire BL9 0HN.

NORWICH
NORWICH SCHOOL
Lower School: 153 boys, 8-12
Wanted for September 1977, a graduate or certificated teacher to teach English and form subjects and to take charge of a form of 11-year-old boys.
An interest in games and drama would be an advantage.
Salary: Burnham, according to qualifications and experience.
Further details from the Head Master, Norwich School, The Close, Norwich NR1 4DQ, to whom applications should be sent, with curriculum vitae and the names of two referees.

STAFFORDSHIRE
SCHOOL OF S. MARY AND S. ANNE
(560 girls)
Abbots Bromley, Rugeley, Staffs
Required in September, 1977, GRADUATE to share in teaching ENGLISH throughout the school.
Burnham Scale. Staff accommodation available.
Apply Headmistress.

WILTSHIRE
MARLBOROUGH COLLEGE
(boys 13 to 18, girls 16 to 18)
Wanted, a TEACHER of ENGLISH up to "S" level in a large department: in the first instance for two years from September 1977, or January 1978.
Further details from the Master, Marlborough College, Wiltshire, to whom applications should be sent, accompanied by a curriculum vitae and names, addresses and telephone numbers of two referees.

YORKSHIRE
GATEWAYS SCHOOL
Harewood, Leeds LS17 9LE
Required for September, 1977, a GRADUATE, fully-trained ENGLISH SPECIALIST TEACHER, to share the work throughout the senior school up to "A" level.
Burnham Scale 1. Government Superannuation.
Apply immediately to the Headmistress, giving the names of two referees and a curriculum vitae.

Geography

Heads of Department

BRIGHTON
BRIGHTON COLLEGE
Required for September, HEAD of GEOGRAPHY DEPARTMENT.
Salary above Burnham and in accordance with Brighton College scales of responsibility allowances. Accommodation may be available.
Apply, with the names of two referees, to the Headmaster, Brighton College, Brighton, BN2 2AL.

NORTH DEVON
SHEBBEAR COLLEGE
(ex direct grant—boarding 330 boys)
HEAD OF GEOGRAPHY DEPARTMENT
Required in September due to retirement of present Head of Department.
Applicants must be experienced teachers with an excellent record as the department is particularly strong including the sixth form. It is hoped that the man appointed will be interested in playing an active part in boarding school life. A house is available for a married man and accommodation and board are available for a bachelor. Scale 3 and Superannuation.
Shebbear College is one of the Methodist Boarding Schools: further details in P.S.Y.B. (1976) pages 771-2.
Application giving age, qualifications and the names, addresses and tel. nos. of three referees should be sent to the Headmaster, Shebbear College, Shebbear, North Devon.

Other Assistants

BRIGHTON
BRIGHTON COLLEGE
Required for April—temporary post: GRADUATE to teach "A" and "O" level GEOGRAPHY. Salary above Burnham.
Apply, with the names of two referees, to the Headmaster, Brighton College, Brighton BN2 2AL.

BRISTOL
CLIFTON COLLEGE
Young GEOGRAPHY GRADUATE required for September 1977 to teach throughout the school in an expanding department. Candidates must be interested in new approaches to the subject, and a willingness to teach another supporting subject would be an advantage.
Applications giving curriculum vitae and the names of two referees should be made to the Headmaster, Clifton College, Bristol BS8 3JH, from whom further details may be obtained.

CLWYD
LOWTHER COLLEGE
(Girls' Independent Public School)
Required for September, 1977, GRADUATE to teach GEOGRAPHY throughout the school. Willingness to help in ex-curricula activities essential. Preferably resident.
Burnham Scale salary.
Letters of application with full curricula vitae and name of two referees to Headmaster, Lowther College, Bodelwyddan Castle, Rhyl, Clwyd.

EDINBURGH
MERCHISTON CASTLE SCHOOL
Edinburgh 13
A GRADUATE is required in September to teach GEOGRAPHY to G.C.E. A/S standard, with some Economics and/or Junior History. Assistance with Games and the C.C.F. an advantage.
Salary: Merchiston own scale (above Burnham Teviot).
Bachelor accommodation available.
Apply Headmaster.

LONDON
NOTTING HILL AND EALING HIGH SCHOOL
Girls' Public Day School Trust
2 Cleveland Road, Ealing, London W13 8AX
Required for the Summer Term, 1977, if possible, or September, 1977, GRADUATE for part-time (about two days) teaching in the GEOGRAPHY DEPARTMENT, including examination work to "A" level. An interest in developing "New" Geography essential.
Letters of application as soon as possible giving full particulars and the names of two referees to the Headmistress at the school.

LONDON, SE3
BLACKHEATH HIGH SCHOOL
G.P.D.S.T.
Wemyss Road, SE3 0TF
Required for the Summer Term only, part-time, GRADUATE to share in the teaching of GEOGRAPHY to advanced level.
Please apply to the Head Mistress, enclosing testimonials, names of two referees and stamped addressed envelope.

LONDON SE6 4TY
ST. DUNSTAN'S COLLEGE
Stanstead Road, Catford,
London SE6 4TY
Required for September, 1977: GRADUATE GEOGRAPHER. The subject is well established and has a good record of success at "O", "A" and Oxbridge Scholarship levels. Ability to help with games and other extra curricular activities a strong recommendation.
Own salary scale above Inner London Burnham related to qualifications and experience. Both experienced and newly qualified teachers will be considered.
Further particulars available from Headmaster, to whom written application with curriculum vitae and names of two referees should be submitted by Monday, February 28th.

SOMERSET
TAUNTON SCHOOL
Required for September, GRADUATE Master or Mistress to teach GEOGRAPHY to "A" level. Resident duties will be expected of the candidate and participation in girls' out-of-school activities welcomed.
Apply to Headmaster, with full curriculum vitae and names of two referees.

WORCESTER
KING'S SCHOOL
(Direct Grant, going Independent)
Required in September, 1977, a GRADUATE to teach GEOGRAPHY throughout the school, with a good share of Advanced work. A knowledge of modern quantitative techniques in the subject is essential. Help with out-of-school activities is most desirable, particularly (for a man) rowing or Rugby, or (for a woman) tutorial responsibility for Sixth Form girls.
Applications, with curriculum vitae and names of referees, should be sent to the Headmaster, King's School, Worcester WR1 2LP.

History

Heads of Department

NORFOLK
NORWICH HIGH SCHOOL FOR GIRLS G.P.D.S.T.
95 Newmarket Road, Norwich NR2 2HU
Direct Grant/Independent School
GRADUATE HISTORIAN to be HEAD of DEPARTMENT required for September, 1977, following the appointment of the present holder to a headship. An experienced teacher able to organise and teach the subject throughout the school up to university entrance standard is required. Burnham salary scale according to experience.
Applications by letter to the Headmistress by February 25, 1977, should include a curriculum vitae, the names and addresses of two referees and copies of recent testimonials.

WALSALL
METROPOLITAN BOROUGH
Education Committee

Special Schools

Castle School,
Odell Road, Leamore, Walsall.
Tel. Bloxwich 76129
Required for Easter 1977
Suitably qualified teacher to be responsible for Handicraft in this special school for children with learning difficulties. Well equipped craftroom.
Salary scale 2.

Daw End School,
Floyds Lane, Rushall, Walsall.
Required as soon as possible.
Teacher scale 1 plus Special Schools Allowance for the above school for maladjusted children.
Resident/Non-resident. Single S.C. bed sit may be available. The person appointed will be expected to partake in residential duties on a rota basis when necessary.
Application forms for the above mentioned posts obtainable from the Head Teacher to whom they should be returned.

INDEPENDENT
History
continued

Other Assistants

BRIGHTON
BRIGHTON COLLEGE
Required for September, a GRADUATE to teach HISTORY throughout the school to "A" level and Scholarship standard. Opportunity for right applicant for rapid promotion to Headship of Department.
Salary above Burnham and accommodation may be available.
Apply, with the names of two referees, to the Headmaster, Brighton College, Brighton, BN2 2AL.

HERTFORDSHIRE
THE HABERDASHERS' ASKE'S SCHOOL
Elstree
(H.M.C.: 1,300 boys; 300 in Sixth; D.G. becoming independent)
Required for September, a well-qualified HISTORIAN to teach throughout the School up to Open Scholarship level. Fully equipped history rooms in use.
Willingness to help with games or cultural activities and/or General Studies an advantage. Possibility of resident tutorship in Boarding House for an unmarried person.
Salary, generous London Burnham Scale 1 or 2. Removal expenses paid within limits.
Apply with full tabulated curriculum vitae and names of referees to the Headmaster.

YORK
YORK COLLEGE FOR GIRLS
(Church Schools Company Ltd)
62 Petergate, York YO1 2HZ
Graduate TEACHER of HISTORY required for September 1977 to take charge of the subject to "A" Level. Burnham Scale. Government superannuation.
Apply by letter to the Acting Headmistress, giving full details and names of two referees.

Humanities

EXETER
THE MAYNARD SCHOOL
(Direct Grant, 480 Girls)
Required next September, a well-qualified ASSISTANT TEACHER (Scale 1) who would be ready to take an integrated HISTORY/GEOGRAPHY course with the younger forms and to teach HISTORY, RELIGIOUS EDUCATION and CIVICS further up the school.
Apply by letter (no forms required) direct to the Headmistress enclosing testimonials and the names of two referees.

Mathematics

Heads of Department

GWENT
(MONMOUTHSHIRE)
MONMOUTH SCHOOL
(Direct Grant, reverting to independence, H.M.C., 500 boys)
Required for September 1977, a well qualified TEACHER to be HEAD of the MATHEMATICS DEPARTMENT and to teach the subject to University Scholarship level.
Applications, with curriculum vitae and the names of two referees, to: The Headmaster, Monmouth School, Monmouth NP5 3XP, from whom further particulars may be obtained.

HERTFORDSHIRE
ST. ALBANS HIGH SCHOOL
Senior School 435 girls
Required for September, 1977, HEAD of MATHEMATICS to teach throughout the school to Advanced level and University Entrance (S.M.P. to Ordinary level). Burnham Scale 3. Government superannuation.
Apply to Headmistress with full details and names of two referees.

Other Assistants

BERKSHIRE
READING SCHOOL
Required for September, 1977, a GRADUATE to teach MATHEMATICS with some PHYSICS. Possibility of A level work for suitably qualified candidate. Willingness to assist with Rugby, Hockey, C.C.F. or Scouts an additional recommendation.
Application with Curriculum Vitae and the names of two referees to the Headmaster, Reading School, Berkshire.

BLACKBURN
QUEEN ELIZABETH'S GRAMMAR SCHOOL
(H.M.C. D.G./INDEPENDENT)
1,000 pupils (237 in Sixth Form)
Required for September a good Honours GRADUATE to teach MATHEMATICS (preferably with Statistics) at all levels.
Salary above Burnham.
For full details please telephone the Headmaster at Blackburn 59911 to whom written applications should ultimately be sent.

CUMBRIA
SEDBERGH SCHOOL
Required for September, 1977, GRADUATE to teach MATHEMATICS throughout the school. Modern syllabuses are followed and computing is taken as an optional subject.
There is considerable scope for a young man interested in games, out-of-door activities and the full life of the boarding school.
Applications, with curriculum vitae and names of two referees, to the Headmaster, Sedbergh School.

KENT
KENT COLLEGE
Pembury, near Tunbridge Wells TN2 4AX
(Recognised Independent Boarding and Day School under the Board of Management for Methodist Residential Schools—360 senior girls).
Required for September, 1977, qualified MATHEMATICIAN to handle the subject through the school in Ordinary and Advanced level. Experience in Modern Mathematics (SMP Course) essential and special interest in Statistics and Applied Mathematics at Advanced level a recommendation. There is the possibility of a Scale post for a suitably qualified, experienced applicant. For a woman this could be a resident post.
Apply with full details of qualifications and experience, copy of one testimonial and two names for reference to the Headmistress at the school.

KENT
WEST HEATH
Sevenoaks
Required September: Graduate full-time TEACHER of MATHEMATICS with some Physics and/or Chemistry to all levels.
Resident preferred: accommodation in Staff Cottage or flat available for married teacher.
Apply with curriculum vitae and references.

KINGSTON upon Thames
SURBITON HIGH SCHOOL
(Church Schools Co. Ltd.)
Required for September, 1977, a part-time MATHEMATICIAN to share the teaching throughout the Senior School.
The subject is taken at Ordinary, Advanced and Scholarship levels.
London Burnham Scale. Government Superannuation.
Apply to Headmistress with curriculum vitae and copies of testimonials.

LONDON
DAVIES'S
66 Southampton Row, WC1B 4BY
Required for September, 1977, a good honours GRADUATE to teach MATHEMATICS to "A" level with small groups; also to cover the whole of Oxford Board PHYSICS and MATHEMATICS, except laboratory work. The successful candidate for this full-time, permanent post will be able to unite genuine concern for the student's personal welfare with insistence upon high academic standards. Davies's is an independent College of Further Education.
Please write to the Principal.

LONDON, N.6
CHANNING SCHOOL
Highgate
Independent day school for girls—2 stream
September 1977. Full-time GRADUATE MATHEMATICIAN required in this small school, to be responsible for the organization of the subject and to teach throughout the main school. Unified modern traditional syllabus for first three secondary years leading to London Ordinary Level, Syllabus D (some pupils prepare for Middlesex C.S.E. Syllabus A) and London Advanced Level, Syllabus D.
Preparation for Oxford/Cambridge Entrance occasionally.
Scale 2 post. Salary according to current Burnham Award plus London Allowance (maximum) Government Superannuation.
Apply in writing to the Headmistress, Channing School, Highgate, London N6 5HF, giving names and addresses of two referees and enclosing copies of testimonials.

LONDON, S.W.1
WESTMINSTER SCHOOL
There will be a vacancy in September, 1977, for a MATHEMATICIAN to teach throughout the school. The school has its own salary scale.
Further details of the post may be obtained from the Head Master, 17 Dean's Yard, London, S.W.1, to whom applications, together with the names of two referees should be sent.

NORTH DEVON
WEST BUCKLAND SCHOOL
HMC 380 boys
Required for September 1977 MASTER to teach MATHEMATICS to "O" level.
Burnham Scale 1 plus Governors' Allowance. Possible house for married man, full residence for bachelor.
Apply with names of two referees and curriculum vitae indicating extra curricular activities offered, to The Headmaster, West Buckland School, Barnstaple, North Devon.

NOTTINGHAMSHIRE
WORKSOP COLLEGE
(H.M.C. Woodard Boarding School—415 boys)
Required for September, 1977: Well qualified young GRADUATE, with teaching experience or seeking first post, to join flourishing MATHEMATICS Department and to teach the subject at all levels up to and including "A" level. Ability and willingness to take part in Games and out-of-school activities an added recommendation.
Applications in writing, together with curriculum vitae and names of two referees and, if possible, a telephone number, to: The Headmaster, Worksop College, Worksop, Nottinghamshire S80 3AP.

OXFORD
RYE ST. ANTONY SCHOOL
Oxford
Independent R.C. Boarding and Day School for Girls
Required for April or September, GRADUATE to teach MATHEMATICS up to "A" level.
Burnham Scale—Non-resident, R.C. not essential.
Apply with curriculum vitae to the Headmistress, Rye St. Antony School, Pullen's Lane, Headington Hill, Oxford.

READING
THE ABBEY SCHOOL
Direct Grant becoming Independent
Required in September, 1977, a GRADUATE to share the teaching of MATHEMATICS throughout the school to University Entrance standard. S.M.P. Mathematics is taught throughout the school.
Applications should be sent immediately to the Headmistress.

STOCKPORT
STOCKPORT GRAMMAR SCHOOL
(H.M.C. 600 boys)
Required in September ASSISTANT to help with the teaching of MATHEMATICS (with Physics).
Apply stating qualifications, experience, interests, sports and references to the Headmaster, Stockport Grammar School, Stockport SK2 7AF.

SUFFOLK
CULFORD SCHOOL
Bury St. Edmunds, Suffolk IP28 6TX
(Co-ed independent, 700 pupils, day and boarding)
Wanted for September, a TEACHER of MATHEMATICS to all age groups but with a substantial sixth form commitment including work in statistics.
Accommodation available for single staff.
For full details apply to Headmaster's Secretary, Culford School, Culford, Bury St. Edmunds, Suffolk.

SURREY
ST. MICHAEL'S
Limpsfield, Oxted
Church of England school for girls. Required in September: GRADUATE to teach MATHEMATICS throughout the school to University entrance standard. This post could be non-resident or resident and, if resident, could be combined with that of a Housemistress. Burnham Scale.
Apply, with copies of recent testimonials, to the Headmistress.

SUSSEX
Required in September TEACHER of MATHEMATICS to "O" level and Junior SCIENCE. Grade 2 post if appropriate.
Apply Headmistress, Rosemead School, Littlehampton.

WORCESTER
KING'S SCHOOL
Worcester
(Direct grant, going independent)
Required in September, 1977, a GRADUATE to teach MATHEMATICS and COMPUTER SCIENCE both to Advanced level. The school has its own computer terminal. Help with out-of-school activities is most desirable, particularly (for a man) rowing or rugby, or (for a woman) tutorial responsibility for sixth form girls.
Applications, with curriculum vitae and names of referees, should be sent to the Headmaster, King's School, Worcester WR1 2LP.

WORCESTERSHIRE
MALVERN GIRLS' COLLEGE
Independent Boarding School for 500 girls. Sixth Form of 150
Department of six. A qualified good honours GRADUATE required in September to share in the teaching of MATHEMATICS to University Scholarship standard. The school follows the School Mathematics Project up to Advanced Level. An interest in computing would be an advantage. The post is non-resident.
Applications to the Headmistress, with copies of testimonials and names and addresses of two referees.

YORK
AMPLEFORTH COLLEGE
Required for September, 1977, a TEACHER of MATHEMATICS to Advanced level. Considerable opportunities exist for specialised work in the Sixth Form, including computing. The ability to coach games would be an advantage but not an essential.
Applications, with curriculum vitae and the names of two referees, to The Headmaster, Ampleforth College, York, YO6 4ER.

Modern Languages

Heads of Department

COVENTRY
COVENTRY SCHOOL
(King Henry VIII and Bablake)
Required in September a well qualified LINGUIST as HEAD of GERMAN at King Henry VIII to teach at all levels and to contribute vigorously to the expansion of the subject within the curriculum.
The school will be co-educational in the first three years and a few girls have already joined the Sixth Form.
The person appointed to this post will find drive and initiative rewarded. Salary Burnham Scale 3 together with School Allowance.
Apply by letter with full curriculum vitae and names and addresses of referees to the Director Designate, King Henry VIII School, Coventry CV3 6AQ.

SALOP
MORETON HALL
Weston Rhyn, Oswestry, Salop SY11 3EW
A HEAD of FRENCH is sought for September for this girls' public boarding school with a large sixth form and a strong modern languages department offering French, German, Spanish and Russian to Advanced and University Entrance level. Good prospects of further responsibility in the future. Candidates should have had some years of successful experience and be anxious to maintain and further develop this important subject. There are two other full-time teachers in the department. Further details available on request.
Applications with full curriculum vitae and the names of two referees should be addressed to the Principal.

SURREY
REED'S SCHOOL
Cobham
(C. of E., H.M.C., 380 boys)
Head of Department required in September.
FRENCH and GERMAN. Scale 3 Burnham Salary.
Outer London allowance.
Single accommodation available.
Apply in handwriting to the Headmaster giving curriculum vitae and the names of two referees.

Other Assistants

BEDFORD
BEDFORD SCHOOL
Required for September, 1977, a GRADUATE LINGUIST to join a department of 10. This is a new appointment made necessary by the expansion of Modern Languages teaching within the school. French, German and Spanish are taught to Oxford and Cambridge Entrance level: Russian to "O" level. The post will involve teaching at all levels in at least one of the main languages. An ability to help significantly with extra-curricular activities would be welcomed.
Bedford School Salary Scale.
Further details may be obtained from the Head Master, Bedford School, Bedford MK40 2TU, to whom application should be made, together with the details of qualifications and experience and names of two referees.

BRECON
CHRIST COLLEGE
Required for September, a GRADUATE to teach FRENCH to "A" level and ENGLISH to Junior Forms. Accommodation available for a bachelor.
Apply to Headmaster from whom further details may be obtained.

BRISTOL
BRISTOL GRAMMAR SCHOOL
(1,000 boys)
Direct Grant/Independent
University Road, Bristol BS8 1SR
(Telephone: Bristol 36006)
Scale 1
Needed September, 1977, a GRADUATE to teach FRENCH and GERMAN to all levels in the school. Over 60 boys are currently studying languages in the Sixth Form. While French is the principal foreign language, both German and Russian are introduced as options early in the Middle School. Willingness to help with extra-curricular activities, e.g. Sport or C.C.F. an advantage.
Salary Burnham Scale according to experience and qualifications.
Applications to Headmaster enclosing curriculum vitae and names of two referees.

CANTERBURY
KENT COLLEGE
(Direct Grant, Coeducational)
Required in September, a Graduate TEACHER of MODERN LANGUAGES (German and French). Willingness to assist with Games will be a strong recommendation. Salary above Burnham.
Apply to the Headmaster, giving full details of qualifications and names of referees.

COVENTRY
COVENTRY SCHOOL
(King Henry VIII and Bablake)
Required in September at King Henry VIII a well qualified LINGUIST to teach FRENCH at all levels.
The school will be co-educational in the first three years and a few girls have already joined the sixth form. Ability to teach GERMAN as a subsidiary language will be an added recommendation.
Burnham Scale plus School Allowance.
Apply by letter with full curriculum vitae and names and addresses of referees to the Director Designate, King Henry VIII School, Coventry CV3 6AQ.

DORSET
CROFT HOUSE SCHOOL
Shillingstone, Blandford
(Independent Girls' Boarding School, recognised by the Ministry of Education)
Required in September, a GRADUATE to teach FRENCH throughout the school to "A" Level standard and also to teach German in the middle school.
Applications, together with curriculum vitae and the names and addresses of two referees, should reach the Headmaster as soon as possible.

DORSET
SHERBORNE SCHOOL FOR GIRLS
Required in September, 1977, TEACHER of GERMAN and an alternative subject.
Apply, with details of qualifications and experience (if any) stating additional subject offered and giving the names of two referees, to the Headmistress.

DURHAM
DURHAM HIGH SCHOOL
Wanted for September, 1977, GRADUATE to teach GERMAN to University Entrance, with subsidiary French.
Burnham Scale and Government Superannuation.
Apply to: The Head Mistress, Durham High School, Farewell Hall, Durham, DH1 3TB.

ESSEX
Qualified TEACHER required for September in well-established co-educational day school of 160 pupils to take FRENCH to "O" level and some Junior School ENGLISH. Candidates would be required to make a positive contribution to the academic and pastoral life of the School.
Scale 1 post, Burnham Salary plus London Weighting Allowance.
Applications to Headmaster, Raphael School Trust, 35 Junction Road, Romford, Essex RM1 3QS.

GLOUCESTERSHIRE
FRENCH SPECIALIST having good Honours degree with or without English or Latin as a subsidiary subject required for September 1977. Strong games an additional recommendation. Own salary scale.
Applications to the Headmaster, Dean Close School, Cheltenham, with curriculum vitae and names of two referees.

GLOUCESTERSHIRE
WESTONBIRT SCHOOL
Tetbury, Glos.
Required in September, well qualified GRADUATE to teach FRENCH throughout the school to College Entrance standard. Some experience desirable, but not essential. Resident or non-resident—no residential duties. Houghton Scale 1.
Apply with testimonials and names of referees to Headmistress.

LEEDS
LEEDS GRAMMAR SCHOOL
Moorland Road, Leeds LS6 1AN
Telephone Leeds 33417
Direct Grant, H.M.C. 1,100 boys
Required for September, 1977, a well qualified GRADUATE to teach FRENCH throughout the School to "A" and "S" Levels. Willingness to contribute to the full life of the School and help with the C.C.F. will be considered an asset.
Salary Burnham according to qualifications and experience.
Applications immediately please to the Headmaster stating career details and names of two referees.

MIDDLESEX
HAMPTON SCHOOL
Day Independent H.M.C. 925 Boys
Required for September 1977, a GRADUATE to teach FRENCH at all levels. Some Spanish could be made available. Salary Burnham, with London allowance and Hampton Supplement.
Apply with curriculum vitae and names of two referees to Headmaster, Hampton School, Hanworth Road, Hampton, Middlesex, TW12 3HD.

NORTH DEVON
WEST BUCKLAND SCHOOL
(H.M.C.—380 boys)
Required September, 1977, MASTER to teach GERMAN throughout the School with some FRENCH initially.
Burnham Scale 1, plus Governors' Allowance. Possible house for married man, full residence for bachelor.
Apply with names of two referees and curriculum vitae indicating the extra curricular activities offered, to The Headmaster, West Buckland School, Barnstaple, North Devon.

SOMERSET
CHILTON CANTELO HOUSE
Yeovil, Somerset
Telephone: Marston Magna 555
(Co-educational Boarding: 11-18)
Vacancy for young and enthusiastic TEACHER of FRENCH mainly to "O" level. Must be qualified with one or two years' experience. Some Housemaster's duties. Must be prepared to supervise Games or out-of-school activities.
Burnham Scale. Single accommodation.
Apply Headmaster.

SURREY
BOX HILL SCHOOL
Mickleham, Dorking, Surrey
Recognised by the Department of Education and Science. Co-ed School run on Gordonstoun lines.
Required April or September, 1977, full-time TEACHER of GERMAN to "A" level, FRENCH to Fifth Form.
Resident or non-resident. Burnham Scale and State Superannuation. Apply Headmaster, stating activity interests and providing names of two referees.

SURREY
ST. MICHAEL'S
Limpsfield, Oxted
Church of England school for girls. Required in September: GRADUATE to teach FRENCH mainly throughout the school to University entrance standard. This post could be non-resident or resident and, if resident, could be combined with that of a Housemistress.
Burnham scale.
Apply, with copies of recent testimonials, to the Headmistress.

Music

Heads of Department

SHROPSHIRE
MORETON HALL
Weston Rhyn, Oswestry, Shropshire SY11 3EW
A DIRECTOR of MUSIC is sought for September for this girls' public school of 230 boarders with a large sixth form. There is a strong musical tradition in the school and ample opportunity and encouragement for a man or woman of drive and ability to develop the range of musical activities still further. The facilities are excellent and the Director has the support of two full-time and six visiting teachers. Further details of this post available on request.
Applications with full curriculum vitae and the names of two referees should be addressed to the Principal.

Other Assistants

BUCKINGHAM
STOWE SCHOOL
Buckingham
VIOLIN TEACHER required September, 1977, preferably able to help with other aspects of school music. Some "O" and "A" level teaching may be available.
Accommodation available.
Further details may be obtained from the Headmaster.

CROYDON
WHITGIFT SCHOOL
(H.M.C. 800 Boys)
Required in September, ASSISTANT in a flourishing MUSIC DEPARTMENT with outstanding facilities. The post is for a good string player who will be responsible for individual violin and viola tuition and take charge of the 2nd Orchestra. Some classwork could also be offered.
Salary on Whitgift Scales (above Burnham), Possibility of accommodation and assistance with removal expenses, etc., up to £200.
Apply to the Headmaster, Whitgift School, Haling Park, South Croydon, CR2 6YT, enclosing curriculum vitae and names of two referees.

GLOUCESTERSHIRE
DEAN CLOSE SCHOOL
Cheltenham
SECOND FULL-TIME STRING TEACHER principally a 'CELLIST required for September 1977. This is a new post, in a rapidly expanding section of the Music Department. There is already a full-time violin/viola teacher, as well as several visiting string teachers, on the staff.
The work would be divided between Dean Close School and the adjoining Dean Close Junior School, in both of which music enjoys an exceptionally high priority.
For further details, including salary and accommodation, please write to the Headmaster, Dean Close School, Cheltenham GL51 6HE.

GLOUCESTERSHIRE
WYCLIFFE COLLEGE
An ASSISTANT to teach MUSIC and ENGLISH is required as a temporary post from April to July 1977, with the possibility of a permanent appointment in September.
Full details from the Headmaster, Wycliffe College, Stonehouse, Gloucestershire, GL10 2JQ. Tel. Stonehouse 2452.

HERTFORDSHIRE
BERKHAMSTED SCHOOL FOR GIRLS
Kings Road, Berkhamsted
Required in September, or earlier, part-time VIOLIN TEACHER.
Apply with full particulars and names of referees to the Headmistress.

HERTFORDSHIRE
BISHOP'S STORTFORD COLLEGE
H.M.C. Boys' Boarding and Day
Vacancy in September, 1977, on the resident music staff with possibilities of ASSISTANT DIRECTORSHIP for the right candidate. Excellent opportunities for an enthusiast to play an important role in all areas of the school's musical life and teaching.
Keyboard technique essential: orchestral instrument and choral experience desirable.
Apply by letter with curriculum vitae and the names of two referees to the Headmaster, The College, Bishop's Stortford, Hertfordshire CM23 2QZ, from whom details may be obtained.

HERTFORDSHIRE
CHRIST'S HOSPITAL GIRLS' SCHOOL
Hertford
Required for April 1977 part-time visiting VIOLIN TEACHER with an interest in orchestral and chamber music.
Apply to the Head Mistress with curriculum vitae and names of two referees.

LONDON, S.E.3
BLACKHEATH HIGH SCHOOL
(G.P.D.S.T.)
Wemyss Road, Blackheath SE3 0TF
Required in September, qualified and experienced HEAD of DEPARTMENT to take charge of MUSIC. The subject is taught throughout the school to Ordinary and Advanced level and University entrance, and the teacher appointed will be responsible for organizing the choir, orchestras and the full range of individual instrumental tuition. Burnham salary, scaled according to experience.
Please apply in writing, to the Headmistress, enclosing curriculum vitae, the names of two referees, and a stamped addressed envelope.

LONDON, W.8
KENSINGTON HIGH SCHOOL
JUNIOR SCHOOL
London W8 7HT
(The Girls' Public Day School Trust)
Required for September, 1977, TEACHER to organise and teach Class MUSIC throughout the 7 to 12 age groups. Good pianist essential, opportunity to take individual Piano lessons if part-time. The post could be part-time if Music only or full-time if able to offer help with Games or General Subjects.
Apply to the Headmistress with curriculum vitae and the names of two referees—The Headmistress, 17 Upper Phillimore Gardens, London W8 7HT.

NORTH WALES
HOWELL'S SCHOOL
Denbigh
Well qualified versatile TEACHER is required to join large active MUSIC DEPARTMENT in May or September to teach Piano, some general music classes and O level. Good practical ability is essential in Piano and at least one other instrument, in order to take part in music making of all kinds. Resident preferred. Burnham scale.
Apply in writing giving names and addresses of two referees, to the Headmistress.

RUTLAND
OAKHAM SCHOOL
(Co-educational; 580 Boarders 350 Day 300 in Sixth Form)
Music Department (team of 5 residents + 23 visiting teachers). Resident WOODWIND SPECIALIST, preferably Clarinettist is required for April or September 1977. Responsibilities include Concert Band, various groups and individual instrumental tuition.
Applications, which should include curriculum vitae and names of two referees, to the Headmaster, Chapel Close, Oakham.

SOMERSET
KING'S COLLEGE
Taunton
Required in May or September, 1977
A STRING PLAYER (violin, viola or cello) for the post of ASSISTANT DIRECTOR of MUSIC. The man appointed will be asked to teach strings, to direct the Orchestra and to play a full part in the running of the Music Department. Burnham Scale.
Apply Headmaster.

WORCESTERSHIRE
THE KING'S SCHOOL
Worcester
(Direct Grant, going independent)
A MUSIC TEACHER is required in September 1977 as a temporary appointment for one year only. The work will consist of class teaching in the lower part of the school (ages 8 to 11), with some O level work for a suitably qualified candidate.
Individual piano teaching is available to make up a full time-table, and there are also possibilities of ensemble work.
Applications, with curriculum vitae and names of referees, to the Headmaster, King's School, Worcester WR1 2LP.

Pastoral

DORSET
CLAYESMORE SCHOOL
See under "Other than by Subject".

LIVERPOOL
HUYTON COLLEGE
Huyton, Liverpool L36 5XQ
Tel.: 051-489 4103
(Independent Day and Boarding School for Girls)
Required for September, 1977, resident HOUSEMISTRESS to take charge of the Sixth Form House. The post can be teaching or non-teaching (please state subject offered). Senior housemistress post for someone with good organising ability and relevant experience.
Apply to the Headmistress with full curriculum vitae and names of two referees.

NORFOLK
RUNTON HILL
HOUSEMISTRESS required with interest in GAMES and/or MUSIC for September.
Girls boarding school, 45 in house.
North Norfolk Coast.
Application in writing to The Headmistress, Runton Hill, West Runton, Cromer, Norfolk NR27 9NF, giving the names of two referees.

NORTH WALES
PENRHOS COLLEGE
Colwyn Bay, North Wales
Independent 290 girls, boarding and day
For September, 1977, or sooner. We are looking for someone to fill a broad ranging role involving EXTRA-CURRICULAR activities. And with the ability to relate sensibly and sensitively with young people. The ideal applicant will be a climber, kayaker, sailor, woodworker, fibre-glasser, naturalist and philosopher. The applicant will be a person of vision, an organiser and have a sense of humour. He or she will probably be over thirty five, and will expect to be busiest at weekends and in the evenings.
Letter of application (three referees) and curriculum vitae to the Headmaster.

OXFORDSHIRE
SCHOOL OF S. HELEN AND S. KATHARINE
Abingdon
Church of England direct-grant school of 600 girls, 120 boarders, reverting to independence. HOUSEMISTRESS required April or September to take charge of 40 girls aged 11 to 16. No teaching or nursing necessary. Pleasant accommodation and school holidays.
Apply in own handwriting with names and addresses of two referees to the Headmistress.

SURREY
RESIDENT HOUSEMISTRESS required at once for Church of England Boarding/Day School. Well educated person with good understanding of adolescent girls. Experience desirable.
Apply in writing with curriculum vitae to the Headmistress, St. Catherine's School, Bramley, Guildford.

Physical Education

BELFAST
CAMPBELL COLLEGE
Belfast
Boarding/Day School, 420 boys 13-18 years.
H.M.C./Direct Grant
P.E. TEACHER (Scale 1) required for September, 1977 to help with all areas and levels of P.E.
Facilities, including new Sports Hall, excellent.
Free residence for a bachelor willing to help with boarding duties; living-out allowance for married man.
Full details from Headmaster's Secretary.

DORSET
SHERBORNE SCHOOL FOR GIRLS
There will be a vacancy in September 1977 for an ASSISTANT in the PHYSICAL EDUCATION Department. Candidate with special interest in lacrosse and dance preferred but this is a post offering a wide scope of activities.
Non resident.
Apply to the Headmistress.

LONDON
THE STUDY (WIMBLEDON) LTD.
4 Peek Crescent, Wimbledon S.W.19
Independent day school for girls aged five to 16 years, requires after Easter or September 1977, a qualified GAMES TEACHER for five afternoons per week.
Apply to Headmistress for further details.

LONDON, N.W.11
KING ALFRED SCHOOL
North End Road, London NW11 7HY
Required in September a part-time TEACHER for GIRLS' P.E. and GAMES at this co-educational day school. This could be a full time post if suitable second subject is offered.
Please apply in writing (stamped addressed envelope) to the Headmistress giving details of qualifications and experience and the names of two referees. Burnham Scale and Outer London Allowance.

MIDDLESEX
NORTH LONDON COLLEGIATE SCHOOL
Canons, Edgware, Middlesex HA8 7RJ
(Independent/Direct Grant Girls' School (850 pupils)
Required for May or September, 1977, ASSISTANT MISTRESS to share in the work of our PHYSICAL EDUCATION Department. Special interest in Swimming would be welcome.
Applications by letter to the Headmistress, giving names of two referees.

OXFORD
WYCHWOOD SCHOOL
74 Banbury Road, Oxford. School for girls (Independent) pupils 11 to 18)
Required in September 1977 PHYSICAL EDUCATION TEACHER for netball, hockey, swimming, dancing and [illegible]. Burnham Scale. [illegible] superannuation.
Apply: The Headmistress.

INDEPENDENT
Physical Education
continued

STAFFORDSHIRE
SCHOOL OF S. MARY AND S. ANNE
Abbots Bromley, Rugeley, Staffordshire
(160 girls)
Required in September 1977 A MISTRESS to join PHYSICAL EDUCATION DEPARTMENT of four. Burnham Scale. Staff accommodation available.
Apply Headmistress.

SUSSEX
Living-in TEACHER required, to be responsible for PHYSICAL EDUCATION and help with games; possibly some class teaching; share of resident duties at independent secondary school (90 boys) specializing in the treatment of dyslexia. Burnham scale, free board and lodging.
Send curriculum vitae and names and addresses of two referees to the Headmaster, Brickwall House, Northiam, Rye, Sussex. Telephone Northiam 2494.

WILTSHIRE
DAUNTSEY'S SCHOOL
West Lavington, Devizes, Wiltshire
H.M.C. Direct Grant going Independent
520 pupils
Open Access Sixth Form College to the neighbouring 11-16 Lavington Comprehensive School
Co-educational as from last September
Required for September, 1977, PHYSICAL EDUCATION TEACHER. Keen gymnast and ability to offer coaching to a high level in at least one—hockey, cricket or rugby.
Burnham Scale 1 or 2 according to qualifications and experience, plus other emoluments.
Applications and curriculum vitae, with names of two referees, to the Headmaster from whom further details may be obtained.

WORCESTERSHIRE
MALVERN GIRLS' COLLEGE
(Independent Boarding School for 500 girls)
PHYSICAL EDUCATION: ASSISTANT MISTRESS required for September, 1977, in department of four to help with the teaching of some or all of the following: hockey, netball, swimming, athletics, tennis, gymnastics and dance. A new Sports Hall is being built and applicants should be prepared to show an interest in squash, basketball, volleyball and badminton.
Applications to the Headmistress with copies of testimonials and names and addresses of two referees.

URGENTLY REQUIRED. Qualified Gymnast for small co-ed Boarding School, South of England. Preference given to applicant able to play piano and offer one other subject. Position suitable for country-lover and car-owner. Burnham Scale. Accommodation and board in lieu of some extraneous duties. Good holidays.—Write Box TES 2644, The Times, WC1X 8EZ.

Religious Education

KENT
ASHFORD SCHOOL
(560 girls, 11-18)
Required in September, GRADUATE to be responsible for RELIGIOUS EDUCATION throughout the school.
Applicants should be in sympathy with the ecumenical aims of the school. Burnham Scale. Apply to the Headmistress with full curriculum vitae and names of two referees.

OXFORDSHIRE
SIBFORD SCHOOL
Sibford Ferris, Banbury, Oxon
Required for April or September: a TEACHER of RELIGIOUS EDUCATION to "O" and preferably "A" level. Willingness to act as Assistant Housemistress in a residential house for 40 girls an advantage.
Details and application forms from the Headmaster.

WORCESTER
KING'S SCHOOL
(Direct Grant, going independent)
Applications are invited for the post of CHAPLAIN (Anglican) which will become vacant in September, 1977. The Chaplain will be in charge of Religious Education, and some training or experience in this field is desirable. He will also be required to do some teaching in another department; an interest in General Studies would be particularly welcome.
Further details may be obtained from the Headmaster, to whom applications should be made, together with a curriculum vitae and names of referees.

Science

Heads of Department

DORSET
SHERBORNE SCHOOL FOR GIRLS
Required in September 1977 HEAD of CHEMISTRY to be responsible for organization of department. Scale 2 or 3 post according to qualifications and experience.
Apply giving full details and the names of two referees, to the Headmistress.

MIDDLESEX
MERCHANT TAYLORS' SCHOOL
Northwood
Required for September, 1977, HEAD of BIOLOGY Department. New Biology Labs. opened September, 1975. Well-established Biology Sixth Form and flourishing Field Club. Accommodation available, if required. Own salary scale. Willingness to assist with games and extra curricular activities an advantage. Previous applicants still under consideration.
Applications with curriculum vitae and names of two referees to the Headmaster, Merchant Taylors' School, Sandy Lodge, Northwood HA6 2HT.

MIDDLESEX
NORTH LONDON COLLEGIATE SCHOOL
Canons, Edgware, Middlesex HA8 7RJ
(Independent/Direct Grant Girls' School—850 pupils)
Required for September, 1977, HEAD of CHEMISTRY department. Good academic qualifications essential. Nuffield Chemistry taught. Large numbers taking the subject at Advanced Level. Lively department and excellent laboratory facilities and Technician support.
Scale 3 post. Burnham Scale with London Allowance (£497 Outer).
Applications by letter, giving full details, to the Head Mistress at the School, naming two referees.

RUTLAND
OAKHAM SCHOOL
(Co-educational; 580 boarders 350 day; 300 in Sixth Form)
HEAD of BIOLOGY Department required for September, 1977. Suitably qualified applicant could be considered for Head of Science.
Applications, which should include curriculum vitae together with names of two referees, to the Headmaster, Chapel Close, Oakham.

Other Assistants

BRISTOL
BADMINTON SCHOOL
Bristol BS9 3BA
Required in September, qualified GRADUATE to share teaching of BIOLOGY throughout the school to "A" level and Scholarship standard. Experience not essential.
Burnham Scale. Government Superannuation.
Apply Headmistress giving names and addresses of two referees.

BRISTOL
THE RED MAIDS' SCHOOL
Westbury-on-Trym
Bristol BS9 3AW
Required in September, GRADUATE to teach PHYSICS throughout the school to A level and University Scholarship standard. Burnham Scale. Accommodation available if needed.
Apply with curriculum vitae, testimonials and names of two referees to the Headmistress.

CANTERBURY
KENT COLLEGE
(Direct Grant, Coeducational)
Required in September a graduate TEACHER of SCIENCE with particular interest in teaching middle school age range. Willingness to assist with games will be a strong recommendation. Salary above Burnham.
Apply to the Headmaster, giving full details of qualifications and names of referees.

DEVON
ALLHALLOWS SCHOOL
Required for September, 1977, a resident TEACHER of BIOLOGY and subsidiary CHEMISTRY. Part of the Axmouth-Lyme Regis National Nature Reserve lies within the school grounds and candidates would be expected to have a strong interest in field studies. Opportunities for research exist in this post. A joint appointment for a suitably qualified husband and wife might be considered.
Further particulars and forms of application may be obtained from the Headmaster, Allhallows School, Rousdon, Lyme Regis, Dorset.

GLASGOW
GLASGOW ACADEMY
Glasgow G12 8HE
(H.M.C. Independent)
Required for 1st September, 1977, a PHYSICIST to teach up to "Higher" Grade standard of the Scottish Certificate of Education. Nuffield G.C.E. A level work could also be offered to a suitable candidate.
An interest in extra-curricular activities would be welcome.
Salary above Scottish National Scale. Government superannuation. Help with removal expenses may be given.
Please apply to the Rector enclosing curriculum vitae and the names and addresses of two referees.

HERTFORDSHIRE
THE HABERDASHERS' ASKE'S SCHOOL
Elstree
(H.M.C.: 1,300 boys; 300 in Sixth; Direct Grant becoming Independent)
Required for September, a well-qualified CHEMIST to teach the subject up to Open Scholarship level, together with PHYSICS to "O" level. Alternatively the post might be filled by someone with broad interests in and out of the classroom, but not seeking Advanced work at this stage. Help with Games and/or other activities, particularly canoeing, an advantage.
Large and well equipped Science Department including Practical Design centre with flourishing project work in electronics and applied science.
Possibility of resident Tutorship in Boarding House for an unmarried person.
Salary, generous London Burnham Scale 1 or 2, or possibly 3 available. Removal expenses paid within limits.
Apply with full tabulated curriculum vitae and names of referees to the Headmaster.

HULL
HYMERS COLLEGE
(H.M.C. 800 boys)
Required for September CHEMISTRY GRADUATE to share in the work of a large department at all levels, including Form Six. Some teaching of MATHEMATICS also in the lower and middle school is available. Ability to help with games (rugby and cricket) an asset. Burnham Scale 1/2.
Write to the Headmaster giving the usual details and names of two referees.

LEICESTERSHIRE
LOUGHBOROUGH GRAMMAR SCHOOL
(H.M.C. Direct Grant going independent—940 boys)
Required for September, or April if possible, a BIOLOGIST to teach the subject throughout the school.
Applications, including curriculum vitae and names of two referees, should be sent as soon as possible to the Headmaster at the school.

LIVERPOOL
HUYTON COLLEGE
Huyton, Liverpool L36 5XQ
Tel. 051-489 4103
(Independent Day and Boarding School for Girls)
Required for September, 1977, a GRADUATE to share in teaching of PHYSICS in "O" and "A" levels and some GENERAL SCIENCE in Middle School.
Apply to the Headmistress with full curriculum vitae and naming two referees.

LONDON
Required by Davies, Laing & Dick Ltd., TUTORS to teach PHYSICS and/or CHEMISTRY in "A" level, full time preferred.
Please apply to the Principal, 10 Pembridge Square, London, W.2. (Tel. 229 0201.)

LONDON, N.W.3
TOWN AND COUNTRY SCHOOL
38-40 Eton Avenue, London, N.W.3.
Required immediately an experienced Graduate TEACHER of SCIENCE. Temporary appointment considered.
Burnham Scale, superannuation.
Please apply in writing to the Headmistress.

LONDON, S.E.6
ST. DUNSTAN'S COLLEGE
Stanstead Road, Catford, London SE6 4TY
Required for September, 1977 — GRADUATE TEACHER of CHEMISTRY. The subject is well-established and the person appointed will be required to teach to "O", "A" and "S" level classes. Help with the Lower School General Science curriculum would be an advantage. Ability to help with games and other extra curricular activities a strong recommendation. Both experienced and newly qualified applicants will be considered. Applications already received are still under consideration.
Salary scale above Inner London Burnham according to qualifications and experience.
Further particulars available from the Headmaster to whom written application with curriculum vitae and names of two referees should be submitted by Monday, 7th March, 1977.

LONDON, S.E.12
RIVERSTON SCHOOL
Eltham Road, Lee, London, S.E.12
Telephone 01-852 1261
(600 boys and girls)
Required for April 1977 qualified GENERAL SCIENCE TEACHER to "O" level.
Apply Principal, giving details of qualifications, supporting references and subsidiary subject.

LONDON, S.E.21
JOHN WYCLIFFE SCHOOL
West Dulwich, S.E.21
Small, developing co-educational school requires (Summer term or September 1977) qualified TEACHER for GENERAL SCIENCE (to C.S.E. and "O" level) and some JUNIOR MATHEMATICS.
Burnham Scales.
Details and application form from the Headmaster.

LONDON, S.W.7
QUEEN'S GATE SCHOOL FOR GIRLS
Required in September, GRADUATE to teach BIOLOGY to girls from 11 up to "O" and "A" level. Burnham Scale 2 post.
Apply: Principal, 133 Queen's Gate, London SW7 5LE, with copies of two references and a curriculum vitae.

MIDDLESEX
HARROW SCHOOL
Required for September 1977: a full-time CHEMIST able to teach at all levels in the School up to and including University entrance. The post also entails some teaching of Biology or Physics for Environmental Science at "O" Level. Accommodation available.
Applications in writing, with the names of two referees, to the Head Master, Harrow School, Harrow-on-the-Hill, HA1 3HW.

NORTH YORKSHIRE
GIGGLESWICK SCHOOL
Settle, BD24 0DE
Required in September: a young GRADUATE to teach Nuffield PHYSICS and S.M.P. MATHEMATICS in the Senior and Junior Schools. Some Sixth Form work in Physics available. Commitment to a boarding school with a Christian foundation essential. Willingness to join the C.C.F. and coach games a strong recommendation.
Good accommodation. Own salary scale.
Details from and curriculum vitae and the names of two referees to the Headmaster.

NOTTINGHAMSHIRE
BIOLOGY TEACHER, required for April. Some "O" and "A" level work available. Able to offer some general subjects to middle school.
Write giving full details in first letter to Rodney School, Kirklington, Nr. Newark, Notts.

OXFORD
HEADINGTON SCHOOL
Required in September, TEACHER, resident or non-resident, to share in the teaching of BIOLOGY throughout the school up to Advanced level and University Scholarship standard. Burnham Scale, Government Pension Scheme.
Applications, together with copies of two recent testimonials and the names and addresses of two referees, to be sent to the Head Mistress at the school.

SUSSEX
WORTH SCHOOL
Turners Hill, Crawley
Required for September, 1977, GRADUATE to share teaching of CHEMISTRY and BIOLOGY to "O" level with prospects of some "A" level teaching. Ample scope for extra-curricular activities: games, climbing, etc. School accommodation provided.
Apply with curriculum vitae to Headmaster.

TAUNTON
KING'S COLLEGE
Required for September, 1977: A well-qualified BIOLOGIST to teach BIOLOGY to "A" level, with small amount of Mathematics to "O" level. An enthusiasm to take part in activities outside the classroom will be a strong additional recommendation. Burnham Scale.
Apply Headmaster.

WEST YORKSHIRE
ACKWORTH SCHOOL
Pontefract
In September, a lively GRADUATE in BIOLOGY to assist with teaching at all levels (O and A) in this independent, co-educational boarding school (11 to 18). Excellent laboratory facilities.
All applications will be considered, including those from teachers about to qualify.
Applications to the Head from whom further details are available.

WORCESTER
KING'S SCHOOL
(Direct Grant, going independent)
Required in September, 1977, a GRADUATE to teach PHYSICS and CHEMISTRY both to Advanced level (Nuffield). Help with out-of-school activities is most desirable, particularly (for a man), rowing or rugby, or (for a woman), tutorial responsibility for sixth form girls.
Applications, with curriculum vitae and names of referees, should be sent to the Headmaster, King's School, Worcester WR1 2LP.

Technical Studies

SOMERSET
CHILTON CANTELO HOUSE
Yeovil
Telephone: Marston Magna 555
Co-Educational Boarding (11 to 18)
Woodwork Craft and Technical Drawing.
Vacancy for young and enthusiastic TEACHER of WOODWORK/CRAFT and Technical Drawing. Must be qualified with 1 or 2 years experience. Some Housemaster's duties. Single accommodation. Must be prepared to supervise Games or other out of school activities.
Burnham Scale.
Apply Headmaster.

Other than by Subject Classification

BLACKBURN
QUEEN ELIZABETH'S GRAMMAR SCHOOL
(H.M.C.: direct grant/independent: 1,000 pupils; 237 in sixth form)
Required for September, a good honours GRADUATE (some sixth form teaching available) to teach two ARTS subjects, mainly ENGLISH or HISTORY or GEOGRAPHY.
Salary above Burnham.
For full details of this post please telephone the Headmaster at Blackburn 59911, to whom written applications should ultimately be sent.

BUCKINGHAMSHIRE
HALIDON HOUSE
Stoke Poges
Recognised Day and Boarding School for Girls
HOUSEMISTRESS (Resident) required April, to be responsible for the boarders (eight to 18). Use of car.
Apply giving full details and names of two referees, to Headmistress.

BUCKINGHAMSHIRE
Required in April 1977, qualified and experienced MISTRESS (resident) to teach junior school subjects in small, but expanding independent boarding school for girls. Country position.
Apply in writing stating qualifications and experience to the Principals, Charmandean School, Lillingstone Dayrell, Buckingham, Buckinghamshire.

CROYDON
WINTON SCHOOL AND PREPARATORY DEPARTMENT
(Educational Day School Trust)
Required in September, MASTER/MISTRESS qualified to teach DIVINITY and ENGLISH in the age range eight to 16 years and to assist with Games in Preparatory Department.
Burnham Scale salary with London Allowance and Government Superannuation.
Applications, with full details including potential contributions to school life and names of referees, to the Headmaster, 208-209, Addiscombe Road, CR0 6SP.

DORSET
CLAYESMORE SCHOOL
(H.M.C., Co-educational Boarding)
Required for September, 1977, GRADUATE to teach at least two of the following to "O" level: ENGLISH, FRENCH, HISTORY.
Some Sixth Form History available for suitably qualified candidate. Preference given to a Mistress who will act as resident House Tutor in Girls' Boarding House of 36 girls. Free board and lodging and Responsibility Allowance payable for these duties.
An interest in Drama a strong recommendation and with development of co-education there are good opportunities for extending established tradition. Scale 2 Burnham, Government Superannuation.
Applications with curriculum vitae and names of two referees to the Headmaster, Clayesmore School, Iwerne Minster, Blandford, Dorset DT11 8LL.

DUNBARTONSHIRE
LOMOND SCHOOL
Helensburgh, Dunbartonshire
As a result of the merger of St Bride's and Larchfield, the following teachers' posts will be available in September in this new independent co-educational school. All posts will offer work in the Senior School.
ENGLISH—One.
PHYSICS with subsidiary Chemistry. Preference will be given to a teacher with experience of "A" level work—One.
PHYSICAL EDUCATION to coach rugby, hockey and cricket—One.
HOME ECONOMICS This will initially be part-time. The Candidate should be qualified to teach both cookery and needlework.
The school is looking for teachers willing to play a full and lively part in school life. At least one post may be open to a teacher willing to take responsibility for a Boarding House in return for accommodation and living.
Salary for all posts will be above Scottish Teachers Salaries Scale.
Applications giving curriculum vitae and two referees should be sent to H S C Alton, Principal, Lomond School, Helensburgh, Dunbartonshire, by March 7, 1977.

HAMPSHIRE
DITCHAM PARK SCHOOL
Petersfield
This new and rapidly expanding co-educational, independent day School requires for April, 1977, a young, qualified TEACHER for a form of eight and nine-year-olds. The School is well equipped and staff are offered every encouragement to develop their professional skills. Salary according to the Burnham Scale.
Apply, in writing, to the Headmistress, giving Curriculum Vitae and the names of two referees.

KENT
COMBE BANK SCHOOL
Sundridge, Sevenoaks
Recognised Independent School for girls, 300 pupils, age range 11 to 18 years.
Full time graduate TEACHER required to take "A" level BIOLOGY and to teach MATHEMATICS in the middle school, for September 1977.
Non-residential, Burnham Scale. London Fringe Allowance.
Apply to the Reverend Head Mistress with full particulars, testimonials and the names of two referees.

KENT
WALTHAMSTOW HALL
Sevenoaks, Kent
(Direct Grant Grammar School going Independent)
Required in September, Honours GRADUATE to teach PHYSICS and MATHEMATICS.
It would be an advantage if the successful candidate could teach one or other subject to Advanced level. Walthamstow Hall is a two-form entry school with 120 girls in the Sixth Form, about half of whom are being prepared for Science Advanced level examinations. Burnham Scale: London Fringe Allowance.
Applications, accompanied by two testimonials and addresses of two referees, should be sent to the Headmistress.

LONDON, S.E.12
RIVERSTON SCHOOL
Eltham Road, Lee, S.E.12
Tel. 01-852 1261
(600 Boys and Girls)
Required for April, 1977 (Summer Term only), qualified Infants TEACHER full time for 5-6 years.
Apply Headmaster giving details of qualifications and supporting references.

LONDON, W.8
KENSINGTON HIGH SCHOOL
JUNIOR SCHOOL
(The Girls' Public Day School Trust)
Required for September, 1977, an experienced TEACHER of GENERAL SUBJECTS, but mainly MATHEMATICS to age groups nine to 12.
Possibility of becoming Form Mistress to age group nine to 10.
Apply to the Headmistress with curriculum vitae and the names of two referees: The Headmistress, 17 Upper Phillimore Gardens, London W8 7HT.

SUFFOLK
CULFORD SCHOOL
Bury St. Edmunds, Suffolk IP28 6TX
PREPARATORY DEPARTMENT
Co-educational, Independent
200 children in the Department
Wanted for September, CLASS TEACHER for a nine-year-old class.
Accommodation available for single staff.
For full details apply to Headmaster's Secretary, Culford School, Culford, Bury St. Edmunds, Suffolk.

SURREY
NOTRE DAME SENIOR SCHOOL
Cobham, Surrey
Recognised Independent School, requires September —
(a) FULL-TIME GEOGRAPHY GRADUATE with experience to teach to "A" level.
(b) FULL-TIME qualified GENERAL SUBJECTS TEACHER with some experience.
(c) PART-TIME qualified COOKERY TEACHER to teach to "O" level.
Burnham Scale.
Apply Headmistress, Cobham 5560.

SUSSEX
Required for September, 1977 at GORING HALL SCHOOL
Goring-by-Sea
(Boys' Independent Boarding School)
(1) Resident GENERAL SCIENCE MASTER
(2) Resident SPORTS MASTER with MATHEMATICS as a second subject
Please apply to Headmaster, with curriculum vitae and referees.

SWITZERLAND
AIGLON COLLEGE
For posts vacant at this College see page 63.

WEST SUSSEX
S. MICHAEL'S BURTON PARK
Petworth
(Independent Boarding School for 100 girls, under the Woodard Corporation)
Wanted in September GRADUATE—BA/BEd, to teach ENGLISH, HISTORY and some LATIN to 11-13 year-olds.
Current Burnham Scale with Government Superannuation.
Please apply to the Headmistress.

F.I.S. Vacancies in good independent schools. Details foolscap s.a.e. to Staff Dept., 18a Campden Hill Gardens, London, W.8.

Preparatory Schools

Headships

EASTBOURNE
ASCHAM
The Preparatory School for Eastbourne College requires a Headmaster for September, 1977.
Further details from the Clerk to the Council, Marlborough House, Old Wish Road, Eastbourne, Sussex, BN21 4JX.

OXFORDSHIRE
ORATORY PREPARATORY SCHOOL
Goring Heath, Reading
Applications are invited for the post of HEADMASTER
Details may be obtained from the Clerk to the Governors, Oratory School Association, Woodcote, Reading.

WORCESTERSHIRE
ST MICHAEL'S COLLEGE
Tenbury
Applications are invited for the post of WARDEN HEAD of this Church of England Independent Preparatory School with a Choral Foundation, vacant from the end of the Summer Term 1977. The Warden is usually in Holy Orders, but the Fellows have power to appoint a communicant member of the laity.
Applicants, preferably university graduates, should be between the ages of 35 and 45 (married or single). Particulars from the Clerk to the Governors at the College.
Applications for the post must reach him by 17 March.

YORKSHIRE
HILL HOUSE PREPARATORY SCHOOL
Rutland Street, Doncaster DN1 2JD
I.A.P.S. Day School
(200 pupils aged 4 to 13)
The Governors invite applications for the post of HEAD, which will become vacant in September on the appointment of the present Headmaster to Westminster Cathedral Choir School.
Applications must be received by February 28th and interviews will be held during March.
Full details and application forms are obtainable from the Clerk to the Governors, 11/13 Thorne Road, Doncaster DN1 2HR.

Deputy Headships Senior Masters/Mistresses

DEVON
EDGEHILL COLLEGE
Bideford, North Devon
Required in April or September, a resident HEAD of the Preparatory Department with 140 girls and boys, aged 5 to 11 years, of whom 70 are boarders. This is a Burnham Scale 3 post and there is a comfortable flat available.
Further details from Girls' School Year Book or the Headmaster.
Applications in writing enclosing curriculum vitae and two testimonials to the Headmaster.

By Subject Classification

English

Heads of Department

SHREWSBURY
PACKWOOD HAUGH, RUYTON XI TOWNS
Salop
HEAD of ENGLISH DEPARTMENT required for April or September, 1977, to teach to P.S.S. level. A well-qualified teacher is sought. Accommodation available. Salary in accordance with Burnham Scale II. Private pension scheme available.
Apply in writing to the Headmaster, Packwood Haugh, Ruyton XI Towns, Shrewsbury, Salop SY4 1HX.

Other Assistants

HERTFORDSHIRE
YORK HOUSE SCHOOL
I.A.P.S. Day (250 boys)
Wanted in September 1977, GRADUATE to teach ENGLISH up to P.S.S. standard. As well as organising English throughout the school the successful candidate will be responsible for the Sixth Form.
Ability to take Games an advantage.
Prospect of accommodation for suitably qualified candidate.
Salary Burnham Scale 2 and Government Superannuation.
Apply with curriculum vitae and names of two referees to Headmaster, York House School, Redheath, Croxley Green, Rickmansworth, [illegible]

HERTFORDSHIRE
BEECHWOOD PARK PREPARATORY SCHOOL FOR BOYS (I.A.P.S.)
This large school (170 day boys and 90 boarders) requires for the Summer Term a GRADUATE or qualified TEACHER of ENGLISH to teach age groups 9 to 13. Resident post for single person. Ability to help coach Games and interest in Drama would be welcome.
Small classes in friendly, well-staffed school. Burnham salary. D.E.S. Superannuation. The appointment could wait until September for outstanding applicant, or a temporary appointment in April could be considered.
Apply with names of two referees (with phone number if possible) to Headmaster, Beechwood Park School, Markyate, St. Albans AL3 8AW.

RUGBY
BILTON GRANGE
See under Other than by Subject Classification.

Geography

ESSEX
ALLEYN COURT SCHOOL
Westcliff-on-Sea, Essex SS0 8NB
I.A.P.S. Boys' Preparatory Day School
Require in September, 1977, qualified TEACHER for Senior GEOGRAPHY to Public School Scholarship and Common Entrance, together with some Middle School MATHEMATICS, ENGLISH or HISTORY.
Resident (single person only) or non-resident. Salary: Burnham. Ability to help with games, particularly Soccer, Cricket or Rugby Football an advantage.
Apply to Headmaster with names and addresses of two referees.

RUGBY
BILTON GRANGE
See under Other than by Subject Classification.

YORKSHIRE
GIGGLESWICK SCHOOL
Catteral Hall
(I.A.P.S.)
Required in September 1977, a TEACHER for GEOGRAPHY supported by GENERAL SUBJECTS. Ability to coach cricket a strong recommendation. Giggleswick Scale, Government Superannuation. Single or married accommodation.
Apply with names and addresses of two referees to Headmaster, Catteral Hall, Giggleswick, Settle, North Yorkshire, BD24 0DG.

Mathematics

RUGBY
BILTON GRANGE
See under Other than by Subject Classification.

SUSSEX
Required for September, 1977, a qualified TEACHER to be responsible for MATHEMATICS in the 10 to 13-plus age range and able to offer one subsidiary subject. GAMES ability an advantage. I.A.P.S. School (further details available on request). Ardingly college salary scale.
Apply with full details of career and the names of two referees to the Master of Junior School, Ardingly College, Haywards Heath, Sussex (telephone Ardingly [illegible]).

Modern Languages

GLOUCESTERSHIRE
FRENCH
BRIGHTLANDS (I.A.P.S.)
Newnham-on-Severn
Scale 2 post offered to experienced FRENCH TEACHER to C.E. and P.S.S. (oral French essential). Ability to assist coaching boys' games rather essential.
Free accommodation (single or married) available. Government Superannuation.
Applications in writing with curriculum vitae and names of two referees to the Headmaster.

SOMERSET
Required for September, 1977 a TEACHER of FRENCH who must also be capable of taking good preparatory school CRICKET. Other subjects and hobbies most acceptable.
Apply in writing with curriculum vitae and the names of two referees, to the Headmaster, Taunton Junior School, Staplegrove Road, Taunton, Somerset TA2 6AE.

Music

Heads of Department

CAMBRIDGE
ST. JOHN'S COLLEGE CHOIR SCHOOL
Grange Road, CB3 9AB
(I.A.P.S./A.H.M.P.S./C.S.A.)
350 boys and girls, aged 4 to 13)
There will be a vacancy in September, 1977, for a DIRECTOR of MUSIC to take charge of a department with one full-time and 18 visiting music staff.
The Director's responsibilities include the appointment and timetabling of music staff; the running (directly or by delegation) of two orchestras and three choirs and various ensembles; the direction of the school Chapel music, concerts and the musical side of dramatic productions; the continuance of a distinguished record of scholarship and Associated Board successes.
The Director is not concerned with the choral work in the College Chapel which is the responsibility of Mr. George Guest. This is a demanding and rewarding post in a school which includes a number of musically gifted pupils.
The school occupies two almost adjacent sites in the quiet residential part of Cambridge just to the west of the "Backs". It is well equipped, with its own Music School.
The post is non-resident: salary, Burnham Scale 2; State superannuation.
Applications with curriculum vitae, names of two referees, stamped addressed envelope, to the Headmaster.

HAMPSHIRE
SANDLE MANOR
Fordingbridge, Hampshire SP6 1NS
(I.A.P.S. Boarding and Day)
DIRECTOR of MUSIC required end-April, 1977 if possible (September considered) to teach Class Music, train choir and orchestral groups, play organ and coordinate visiting staff of five.
Piano and/or other instrumental teaching, games and supervision duties.
Good three-bedroom cottage available. Burnham Scale. D.E.S. superannuation.
Apply in writing to the Headmaster with curriculum vitae and names of two referees.

Hertfordshire County Council

EAST HERTS COLLEGE

VICE PRINCIPAL

(GROUP 5)

Applications are invited from persons with appropriate experience at a senior level in further education for the post of Vice Principal of East Herts College.

Application forms and further details may be obtained from the Principal, East Herts College, Turnford, Broxbourne, Herts. EN10 6AF.

Closing date for applications—7th March, 1977.

Lancashire Education Committee

BLACKPOOL COLLEGE OF TECHNOLOGY & ART

Ashfield Road, Bispham

Blackpool, FY2 OHB

PRINCIPAL

(Group 8)

Details and form from

Clerk to Governors at College.

Closing date: 3rd March, 1977

WEST GLAMORGAN County Council

Gorseinon College of Further Education

HEAD OF DEPARTMENT OF ENGINEERING/MINING

(Grade 2)

Applications are invited from Graduates in Engineering (Electrical or Mechanical) or from persons holding equivalent Professional qualifications for this department which is largely concerned with the training of students at craft level.

Industrial experience is desirable and candidates are expected to have a thorough knowledge of Industrial Training Schemes.

Application forms are available from the undersigned on receipt of a stamped addressed foolscap envelope quoting post reference 3FGC/6.2.77.

CLOSING DATE: The closing date for the receipt of completed applications is FRIDAY 4th MARCH, 1977. John Beale, Director of Education, Education Department, Princess House, Princess Way, SWANSEA.

waltham forest college

DEPARTMENT OF SCIENCES

Lecturer I in Physics

required to teach up to 'A' level standard.

In addition to 'A' level work the successful candidate will be required to teach Physics to students on T.E.C. Courses and also G.C.E. 'O' level. An ability to teach 'O' level Mathematics would also be an advantage. Applicants must be graduates, preferably with some teaching experience at the levels required.

The post is tenable from September 1977.

Salary: Lecturer Grade I £2,469-£4,377 (dependent upon qualifications and experience) plus Supplement £312 and London Allowance £297 per annum.

Application forms and further details available from the Principal (Staffing), Waltham Forest College, Forest Road, Walthamstow, London E17 4JB. Tel. 01-527 2288/72, ext. 104.

Closing date: 4th March 1977.

PREPARATORY Music continued

HAMPSHIRE
[illegible] School, Romsey, Hampshire, require for Summer term a young and enterprising DIRECTOR of MUSIC to organise Music throughout the School. Please apply in writing to Headmaster, giving details of previous experience and qualifications. [illegible]

KENYA
ST. ANDREW'S SCHOOL [illegible] See Overseas Appointments.

Other Assistants

CROYDON
WINTON HOUSE PREPARATORY SCHOOL (Educational Day School Trust). Required in September or earlier, MASTER/MISTRESS qualified to teach MUSIC with some General Subjects on part-time basis initially. Burnham Scale salary with London Allowance and Government Superannuation. Applications, with full details including other potential contributions to school life and names of referees, to the Headmaster, 205-209 Addiscombe Road, Croydon [illegible].

DUMFRIESSHIRE
CRAWFORDTON HOUSE, Moniaive, Thornhill. MUSIC MASTER/MISTRESS required for September, 1977, in well-established Boys' Preparatory School situated in very lovely countryside. Applicants must be prepared to take charge of all music, including piano tuition, and be keen on choral work. The school has its own chapel (non-denominational) in the grounds and there are two choirs. Excellent opportunity for young, enthusiastic person. Single accommodation is available. Details and prospectus may be had from the Headmaster, to whom applications should be sent along with names and addresses of two referees. The Headmaster, Crawfordton House School, Moniaive, Dumfriesshire.

Pastoral

CHANNEL ISLANDS
JERSEY. ST. MICHAEL'S PREPARATORY SCHOOL. I.A.P.S. 190 children, mixed. For May/September young, energetic HOUSE TUTOR with Christian convictions, preferably single, to assist with the development of Boarding Unit. Some general teaching required. Burnham salary. Government Superannuation. Apply in writing to the Headmaster, St. Michael's School, Five Oaks, St. Saviour, Jersey, C.I.

MIDDLESEX
THE LADY ELEANOR HOLLES SCHOOL, Hanworth Road, Hampton (Independent School, Junior Department: 190 girls aged 7 to 11 years). Required in September: Form MISTRESS for ten-eleven year-old age group, preferably with some experience. All basic subjects with ENGLISH to a good standard. Interest in ART and CRAFT also an advantage. Burnham Scale with London Allowance. Apply to the Headmistress, with curriculum vitae and names of two referees.

SURREY
ST. CATHERINE'S SCHOOL, Bramley, Guildford (Church of England Independent Day and Boarding School 520 girls 5-18 years). Required in Junior School for September, 1977, a well qualified infant TEACHER with good experience of five and six year olds. Ability to teach French to beginners would be welcome but not essential. Burnham Scale salary and Government Superannuation Scheme. Applications in writing please, with curriculum vitae and names of two referees, to the Headmistress.

Physical Education

RICHMOND upon Thames
Required, initially for Summer Term (commencing 26th April, 1977) Qualified TEACHER of PHYSICAL EDUCATION girls 4+ to 11+ all branches, including Netball, but also strong interest in Swimming and Diving essential. Own swimming bath in use throughout the year for the whole age-range. Post could become permanent. Burnham Scale, London Allowance £297. D.E.S. Recognised efficient school. Apply in writing to: Sister Mary Hilda, St. Catherine's Preparatory School, Pope's Villa, Twickenham, Middlesex TW1 4QJ.

Other than by Subject Classification

CAMBRIDGE
ST. JOHN'S COLLEGE SCHOOL, Grange Road CB3 9AB. (380 boys and girls, aged 4 to 13; IAPS/AHMPS/Choir Schools Assoc.) There will be three vacancies in September, 1977, due to retirements, as follows: CLASS TEACHER: boys 9+ (no maths required); CLASS TEACHER: girls 7+; CLASS TEACHER: mixed 5+. College-trained teachers are sought for these posts, preferably with a few years' experience. Between them, the men or ladies appointed will need to offer: (1) help with boys' games: rugger, hockey, soccer, cricket, with a view to taking charge of the Colts XV and XI; (2) help with girls' games: netball, athletics, swimming, rounders; (3) some pianistic ability. All may be full- (or, if preferred 3/4-) time. St. John's College School is the Choir School of St. John's College. It occupies two almost adjacent sites in the quiet, residential part of Cambridge, just to the west of the [illegible] Backs. It has 380 pupils (include 40 boy boarders, half of them Choristers). The school is well-equipped, enjoys a happy atmosphere and has a lively and friendly staff of about 30. These posts are non-resident. Burnham Scale 1 salaries. State superannuation. Applications with curriculum vitae, names of two referees and stamped addressed envelope, to the Headmaster.

CANTERBURY
[illegible] JUNIOR SCHOOL, Vernon Holme, Harbledown. Required in September a RESIDENT MASTER for this I.A.P.S. boys' boarding school (ages eight to 13). General Subjects, but a particular interest in Natural History would be welcome. Salary above Burnham. Apply to the Headmaster giving qualifications and names of referees.

COLCHESTER
THE BOYS' HIGH SCHOOL (Recognised, day). Require a qualified TEACHER to teach GENERAL SUBJECTS to boys aged eight to 13 in September 1977. Preference will be given to a married applicant with preparatory school experience whose wife could assist with matron's duties. A house is provided on very favourable terms. Burnham Scale. Apply with full details and names of referees to The Headmaster, Boys' High School, Wellesley Road, Colchester, Essex.

HERTFORDSHIRE
ST. ALBANS HIGH SCHOOL, Junior Department 200 girls. Required for September, 1977, TEACHER for form of seven-year-olds. Ability to teach Music or Physical Education welcome. Burnham Scale. Government Superannuation. Apply to Head Mistress with full details and names of two referees.

KENT
HICKLEY PARK SCHOOL, Bickley, Bromley. This I.A.P.S. School requires the following staff: (1) TEACHER to start in summer term for middle-senior ENGLISH with junior GEOGRAPHY and GAMES. (2) For autumn term, a TEACHER for junior ENGLISH with some junior HISTORY and NATURE STUDY. Help with games or music an asset. Both the above are permanent posts, either could be resident. Bickley Park salary scale (above Burnham) for qualified persons and London allowance. Please apply in writing with full curriculum vitae to the Headmaster, Bickley Park School, Bickley, Bromley BR1 2DS.

KENT
DOVER COLLEGE JUNIOR SCHOOL (Independent Co-educational I.A.P.S.). Staff required for September. (1) GAMES MASTER, resident bachelor, to have complete charge of all games activity and co-ordination and assist in a boys' boarding house as Tutor. (2) TEACHER of CLASSICS in the 9 to 13+ age group. Preferably resident. (3) TEACHER of MUSIC: specialising in woodwind or brass and enthusiastic about class music with children aged 5 to 10. Further details of school in Public Schools Year Book. Applications with curriculum vitae and the names of two referees to Headmaster, Dover College Junior School, Westbrook House, Shorncliffe Road, Folkestone.

LANCASHIRE
BURY GRAMMAR SCHOOL (Boys)—H.M.C. (Main School 650 boys; Junior School 100 boys). Required for September, 1977, a MASTER or MISTRESS for the Junior School. The chief responsibility is form teaching to eight-year-old boys but Games coaching ability (especially soccer) would be a recommendation. A suitably qualified person would have the opportunity to take Games in the Senior School. Salary—Burnham Scale 1. Applications to the Headmaster, Bury Grammar School, Bury, Lancs. BL9 0HN.

RUGBY
HILTON GRANGE, Dunchurch. Required in September, a SCHOOL TEACHER of ability to fill a vacancy caused by promotion to headship. This would be an opening for an experienced person wishing to take on major responsibilities or for a young teacher with special abilities and interests. There is particular scope for a person able to make a substantial contribution in connexion with rugger, hockey or outdoor pursuits. Subjects required from MATHEMATICS, ENGLISH, GEOGRAPHY, HISTORY, LATIN and SCIENCE. The school has 210 boys. Single or married accommodation is available. D.E.S. superannuation and Burnham Scale 1. Apply Headmaster with curriculum vitae and names of two referees.

SUFFOLK
ORWELL PARK near Ipswich (I.A.P.S.). Experienced TEACHERS required to take MATHEMATICS and FRENCH up to P.S.E. standard for September, 1977. Help with games and/or Music an advantage. Salary Burnham plus. Apply with curriculum vitae and names and telephone numbers of two referees to: The Headmaster, Orwell Park School, Nacton near Ipswich IP10 0ER.

Colleges of Further Education

Directors and Principals

LONDON
PRINCIPAL sought for BRITISH SCHOOL of OSTEOPATHY. See display advert under ADMIN. GEN.

Heads of Department

BARNSLEY
METROPOLITAN BOROUGH COUNCIL. BARNSLEY COLLEGE OF TECHNOLOGY. Applications are invited from suitably qualified persons for HEAD of DEPARTMENT (male or female) of MINING and ELECTRICAL ENGINEERING, Grade IV. Candidates must be GRADUATES in ELECTRICAL, MECHANICAL or MINING ENGINEERING; corporate members of an appropriate professional Engineering Institution; have good industrial experience and extensive experience in further education at Principal Lecturer or Head of Department level. Application forms and further particulars obtainable from the Principal, College of Technology, Church Street, Barnsley, S70 2AN (stamped addressed envelope, please) to be returned not later than 14 days from the appearance of this advertisement.

Other Appointments

BARNSLEY
METROPOLITAN BOROUGH COUNCIL. BARNSLEY COLLEGE OF TECHNOLOGY. Applications are invited from suitably qualified persons for SENIOR LECTURER (male or female) in OFFICE STUDIES. Candidates must hold good qualifications in the various office skills, be teacher trained and have good commercial and teaching experience, together with administrative experience in a department concerned with the teaching of Office Studies in a College of Further Education. Application forms and further particulars obtainable from the Principal, College of Technology, Church Street, Barnsley, S70 2AN (stamped addressed envelope, please) to be returned not later than 14 days from the appearance of this advertisement.

BRENT
(London Borough of). EDUCATION COMMITTEE. TUTOR ORGANISERS for unemployed school leaver courses. The Authority wishes to recruit as soon as possible two TUTOR ORGANISERS to be responsible for courses for unemployed youngsters age 16 to 18. Ideally the two successful applicants will be qualified in clerical/receptionist duties and will be responsible mainly for basic general education (literacy, numeracy and social studies). The courses are to become the responsibility of Kilburn Polytechnic. An interest in Counselling would be an advantage. Temporary post to 31st August, 1978, in first instance. Salary Scale Burnham F.E. Lecturer I or II according to qualifications and experience: £2,469 to £4,377 or £3,279 to £5,493 plus London Weighting Allowance of £402 plus £312 supplement. Further details and application forms from the Director of Education, Education Department, P.O. Box No. 1, Chesterfield House, 9 Park Lane, Wembley, Middlesex HA9 7RW. Closing date for applications, 11th March, 1977.

BRENT
(London Borough of). WILLESDEN COLLEGE OF TECHNOLOGY. DEPARTMENT OF MECHANICAL AND PRODUCTION ENGINEERING. Applications are invited to fill the following vacancy in the Department of Mechanical and Production Engineering as soon as possible: PRINCIPAL LECTURER required to teach mechanical engineering subjects to students on courses up to and including CEI Part II and to assist with the administration and planning of courses involving mechanical, production, refrigeration and air-conditioning engineering. Salary Scale: £5,640 to £6,[illegible] (bar) and then possibly to a maximum of £7,[illegible] per annum plus £402 London Allowance, plus £312 supplement at all points. Progression beyond the bar subject to satisfying requirements specified in the Burnham salaries document. Application forms may be obtained from the Chief Administrative Officer at the College (Denzil Road, London, NW10 2XD. Tel. 01-459 0147) and should be returned within two weeks from the appearance of the advertisement. The Authority has a scheme for assistance with removal expenses including legal fees etc., travelling and lodging allowances.

BRENT
(London Borough of). WILLESDEN COLLEGE OF TECHNOLOGY. DEPARTMENT OF SCIENCE. Required from 1st September, LECTURER I in MATHEMATICS. The work of the department is concerned largely with teaching TEC and OND in Science, London University "A" level Mathematics and Further Mathematics are taught in the Mathematics and Computer Science section of the department. Candidates with some experience of teaching a modern-based "A" level syllabus will be at an advantage. There may be an opportunity to teach higher level work. Salary Scale: £2,469 to £4,377 (by 14 increments) plus £402 London Allowance and £312 cost-of-living supplement at all points. An appointment may be made above the minimum of the scale, depending on qualifications and experience. Application forms may be obtained from the Chief Administrative Officer at the College (Denzil Road, London, NW10 2XD. Tel. 01-459 0147) and should be returned within two weeks from the appearance of the advertisement. The Authority has a scheme for assistance with removal expenses including legal fees etc., travelling and lodging allowances.

Director of Studies

(Designate)

MANCHESTER

circa £4,500 p.a.

Our Client, a well established college in the field of correspondence education, is now further expanding its U.K. and overseas markets.

To complement the skills of the college and maintain expansion, the need has occurred for a Director of Studies Designate (male/female) to be responsible for the educational standards of the college and to represent its educational function at Senior Management level.

Responsibilities will include the effective administration of the studies department, necessitating in the recruitment and training of course writers, advisory staff and external examiners, together with the constant assessment and evaluation of the resultant work from this department.

The successful candidate, aged not more than 40, should possess a recognised qualification in sales/marketing preferably with some experience of international marketing although this is not essential.

In addition, there should be career evidence of being involved in a closely related area of operation together with some lecturing background.

The growth potential of the company will ensure participation in senior management policy making and the real prospect of promotion to Director of Studies after six months.

Excellent terms offered including company pension scheme, four weeks' holiday and assistance with relocation expenses if required.

Contact in confidence:— D. N. Knipe, Consultant, N.S.S. Executive Appointments, Danes Inn House, 265 Strand, London, W.C.2. Tel.: 01-242 6216.

THE BIRMINGHAM COLLEGE OF FOOD & DOMESTIC ARTS, Summer Row, B3 1JB

DEPARTMENT OF DOMESTIC ARTS

Required in September, 1977.

(a) LECTURER II—PROFESSIONAL COOKERY

Lecturer, male or female, to be responsible for teaching Professional Cookery/Food Studies to students on the Home Economics Diploma Course.

(b) LECTURER II—ACCOMMODATION/HOUSEKEEPING

Lecturer to help in the teaching of Housekeeping for Large Scale establishments to Ordinary National Diploma and Higher National Diploma students. The ability to teach some large-scale cookery would be an advantage. Relevant experience in industry and teaching desirable.

SALARY SCALES for the above posts: LECTURER (GRADE II): £3,279-£5,493 p.a. (plus £312 p.a. supplement).

REMOVAL EXPENSES. There is a scheme for assistance.

APPLICATION FORMS and further particulars obtainable from the Principal to whom they should be returned as soon as possible.

BIRMINGHAM CITY COUNCIL

COLLEGES OF FURTHER EDUCATION continued

BRISTOL
BRUNEL TECHNICAL COLLEGE. Department of Catering and Community Service. Applications are invited for the following posts. Duties to commence as soon as possible. LECTURER Grade I for SOCIAL SERVICES COURSES (77/4) to teach a variety of courses. Qualification in Social Work and experience is essential. Experience in Mental Health or Residential Work is particularly appropriate. The work of the Section has developed across a wide spread of Community Service. Informal enquiries to the Head of Section are welcomed. LECTURER Grade I in BUSINESS SKILLS for CATERING COURSES (77/5) to teach typewriting up to the standard of R.S.A. Stage III and office practice to students in the Hotel Reception courses. Applicants must hold appropriate qualifications in typewriting together with teaching experience and/or training. Salary scale Lecturer I £2,469 to £4,377 plus £312 per annum. Further particulars and application forms (to be returned by 11th March, 1977) from Personnel Office, Brunel Technical College, Ashley Down, Bristol BS7 9BU, quoting appropriate post ref. no.

CAMBRIDGE
CAMBRIDGESHIRE COLLEGE OF ARTS AND TECHNOLOGY. LECTURER in PROFESSIONAL COOKERY. Required for 1 September, 1977 to act as course organiser for part-time CGLI 706 courses and to teach the theory and practice of food preparation and ancillary subjects to students attending full and part-time courses. Applicants should be qualified and experienced teachers. Good industrial experience would be an advantage. Salary: £3,279 to £5,493 plus £312 p.a., starting point depends on qualifications and experience. Further details and forms from Head of Catering and Hotel Administration, CCAT, Cambridge CB1 2AJ. Completed forms should be returned by Friday, 4 March, 1977.

Mid Glamorgan COUNTY COUNCIL

PONTYPRIDD TECHNICAL COLLEGE

Appointment of

Vice-Principal

Applications are invited from suitably qualified persons who have had wide experience in the field of Vocational Further Education.

Salary payable within the range

£7,329 to £7,815 plus £312 Supplement

Application forms, to be returned by March 2, 1977, obtainable on receipt of a stamped addressed foolscap envelope, from the District Education Officer, District Education Office, The Grange, Tylica Road, Pontypridd. Canvassing will disqualify.

London Borough of Redbridge

REDBRIDGE TECHNICAL COLLEGE

Little Heath, Barley Lane,
Romford, Essex RM6 4XT

Principal: A. G. Hall, BSc(Econ), DPA, FCIS, Cert.Ed.

Required from 1st September, 1977:

Lecturers I in:—

- English/Communications
- Secretarial Studies
- Computer Science/Maths
- Dressmaking
- Arts/Crafts
- Accountancy and Allied Subjects
- Mechanical Engineering/Welding
- Electronics

Forms and further particulars are available from the Principal at the above address.

BROOKLYN TECHNICAL COLLEGE
Aldridge Road, Great Barr, B44 8NE

LECTURER I IN SECRETARIAL SUBJECTS

to teach Shorthand and Typewriting up to RSA Stage III and Secretarial Duties. Teacher-training or teaching experience is essential and candidates must have a background of suitable commercial or industrial service. Duties to commence on May 1, 1977 or as soon as possible thereafter.

SALARY SCALE for the above post: £2,469 to £4,377 (plus £312 supplement) with appropriate placing in respect of approved experience and qualifications.

REMOVAL EXPENSES. There is a scheme for assistance.

APPLICATION FORMS and further particulars obtainable from the Principal, to whom they should be returned as soon as possible.

BIRMINGHAM CITY COUNCIL

CHANNEL ISLANDS
STATES OF JERSEY. EDUCATION COMMITTEE. HIGHLANDS COLLEGE. Applications are invited for appointment as LECTURER in BUSINESS STUDIES. Due to the establishment of H.N.C. and the proposed introduction of B.E.C. courses, additional staff are required able to offer more than one of the following subject areas:— Accountancy and Costing; Economics; Commerce; Management. Salary in accordance with Burnham Scales for Lecturers Grade I and II. One of these posts is available from 1st May, 1977. Applicants should be graduates or equivalent with business and teaching experience. Application forms and further particulars available from the Principal, Highlands College, St. Saviour, Jersey, Channel Islands.

CLEVELAND
CLEVELAND TECHNICAL COLLEGE, REDCAR. Applications are invited for the post of LECTURER I ENGLISH, £2,469 to £4,377 plus £312 p.a. supplement, duties to commence as soon as possible. The successful candidate will join a team of lecturers specialising in teaching English to commerce students up to OND level. There is also the opportunity for some work at "O" level English Language and "A" level English Literature. A willingness to join in teaching the Liberal Studies programme would be an advantage. Applicants should possess appropriate qualifications together with Technical Teacher Training if possible. Further particulars and application forms are available by applying in writing only to: The Principal, Cleveland Technical College, Corporation Road, Redcar, Cleveland TS10 1EZ, to whom completed forms should be returned within 14 days of the appearance of this advertisement.

CUMBRIA
EDUCATION COMMITTEE. WEST CUMBRIA COLLEGE. Principal: [illegible]. MATHEMATICS. LECTURER I post to be filled as soon as possible, teaching Field—Technician and National Certificate courses; statistics or computing experience an advantage. Salary £2,469 to £4,377 plus £312 addition. Application form and further particulars from the Principal at the College, Park Lane, Workington CA14 2RW. Forms to be returned immediately.

DERBYSHIRE
COUNTY COUNCIL. DERBY COLLEGE OF FURTHER EDUCATION, Wilmorton, Derby DE2 8UG. Tel. Derby 7[illegible]. DEPARTMENT OF GENERAL STUDIES AND CATERING. Require as soon as possible LECTURER, Grade I—CHILD EDUCATION. Applicants should be qualified and experienced Nursery and/or Infant teachers. The person appointed will teach mainly on the NNEB course. Salary—Lecturer Grade I, £2,469 to £4,377 plus supplement of £312 per annum. For further particulars and application forms, stamped addressed envelope to the Chief Administration Officer at the above address.

DORSET
SOUTH DORSET TECHNICAL COLLEGE, Weymouth. Joint Adult Education PRINCIPAL/LECTURER required from September 1, 1977, based at the above College. This post involves 50 per cent lecturing and allied duties at the College and 50 per cent on organization of Adult Education for the Weymouth and Portland areas. Salary: Lecturer, Grade II £3,279 to £5,493 plus £312 salary supplement. Assistance with removal and incidental expenses. For application form (to be returned by March 8) and further particulars send stamped addressed envelope to Staffing Officer, Education Department, County Hall, Dorchester, Dorset DT1 1XJ.

EAST SUSSEX
COUNTY COUNCIL. HASTINGS COLLEGE OF FURTHER EDUCATION. Ref. 77/7 LECTURER in MATHEMATICS and/or COMPUTER STUDIES for pre-O.N.D., Craft and "O" level courses. Vacant now. Salary Lecturer Grade I, £2,469 to £4,377 depending on qualifications, training and industrial/teaching experience. Further details and application form returnable by first post Monday 7th March 1977 from the Principal, Hastings College of Further Education, Archery Road, St Leonards-on-Sea TN38 0HX.

EAST SUSSEX
LECTURER in MATHEMATICS and/or COMPUTER STUDIES for pre-O.N.D. Craft and "O" level courses. Vacant now. Salary, lecturers Grade I, £2,469 to £4,377, depending on qualifications, training and industrial teaching experience. Further details and application form, returnable by first post Monday 7th March from the Principal, Hastings College of Further Education, Archery Road, St Leonards on Sea [illegible].

GLOUCESTERSHIRE
GLOUCESTER CITY COLLEGE OF TECHNOLOGY, Brunswick Road, Gloucester. DEPARTMENT OF BUILDING. Applications invited from suitably qualified persons with good industrial and possibly teaching experience for the appointment of LECTURER Grade I to teach mainly WOODCUTTING MACHINING with ability to assist with Carpentry and Joinery. The Appointment to take effect as soon as possible. Salary etc. to Burnham F.E. Report. Further particulars and application forms (stamped addressed envelope) from the Registrar.

HAMPSHIRE
COUNTY COUNCIL. SOUTHAMPTON TECHNICAL COLLEGE. DEPARTMENT OF FOOD AND DOMESTIC TRADES (Post No. 416) LECTURER Grade I in BAKERY SUBJECTS. DEPARTMENT OF GENERAL ENGINEERING (Post No. 417) LECTURER Grade I in MOTOR VEHICLE WORK. These posts are available immediately. Salary Scale, Lecturer Grade I, £2,469 to £4,377 plus supplement. Application forms and further details from the Principal, Southampton Technical College, St Mary Street, Southampton SO9 4WX (enclosing foolscap stamped addressed envelope), to whom the completed forms should be returned within 14 days of this advertisement.

HERTFORDSHIRE
COUNTY COUNCIL. MID-HERTS COLLEGE, The Campus, Welwyn Garden City. Vacancies for September, 1977, due to retirement: VICE-PRINCIPAL, Grade 5. Only persons of high qualification and varied further education experience at Head of Department level should apply. HEAD of Department (4) BUSINESS STUDIES. Applicants should be of graduate level with Certificate of Education, while business and secretarial knowledge. Courses range from school-link to O.N.D. and post-graduate secretarial. Experience at Senior Lecturer grade would be expected. For 1st May, 1977: LECTURER I BUSINESS STUDIES. Qualified TEACHER (Certificate of Education) sought with business experience in administration, sales organisation, and/or accounts. Assistance with housing and removal expenses in approved cases. For details and forms for above posts apply to the Principal, enclosing a large stamped addressed envelope.

HUMBERSIDE
COUNTY COUNCIL. NORTH LINDSEY COLLEGE OF TECHNOLOGY, Kingsway, Scunthorpe, South Humberside DN17 1AJ. FABRICATION AND WELDING LECTURER I. Applications invited for this post. To teach theoretical, practical fabrication, welding up to C & G Part 3 level. Good industrial background essential. Teaching experience desirable. Salary Burnham F.E. within the scale £2,469 to £4,377 plus £312 supplement. To commence May 1, 1977. Further particulars, etc., from the Principal. Telephone enquiries welcomed—Scunthorpe (0724) 57822 ext 24. Closing date February 28th, 1977.

KENT
COUNTY COUNCIL. EDUCATION COMMITTEE. MEDWAY AND MAIDSTONE COLLEGE OF TECHNOLOGY. DEPARTMENT OF LANGUAGE AND GENERAL EDUCATION. LECTURER I required in HISTORY and ENGLISH to teach G.C.E., Business Studies and Pre-Nursing courses. Salary £2,469 to £4,377 (plus £312 supplement). Further details and application forms from the Personnel Officer, Medway and Maidstone College of Technology, Horsted, Maidstone Road, Chatham, Kent, to whom completed forms should be returned by 7th March.

[illegible]

LONDON
INNER LONDON EDUCATION AUTHORITY. AVERY HILL COLLEGE, Bexley Road, Eltham, London SE9 2PQ. Principal: Mrs. R. E. Jones, M.A., B.Litt. DEPARTMENT OF EDUCATION AND COMMUNITY STUDIES. LECTURER II IN SPECIAL EDUCATION. Applications are invited from suitably qualified candidates for the post of LECTURER II in the education of handicapped children from the summer term, 1977, if possible. The post is mainly concerned with the Diploma course in the Education of Handicapped Children (C.N.A.A.) for experienced teachers. The course does not include work with deaf and with blind children. Additional to this in-service commitment, work will be undertaken in other education courses, including the B.Ed. (CNAA) course in the Education of Mentally Handicapped Children. Applicants should be well-qualified, as well as experienced in teaching children with special educational needs; experience with both E.S.N. and maladjusted children will be an advantage. An interest in curriculum content, methods and materials is essential. Salary £3,279 to £5,493 plus £312 supplement and £402 Inner London allowance. Reimbursement of household removal expenses will be considered for the successful applicant. Application forms and further details from the Principal, to whom completed forms should be returned not later than 14 days from the appearance of this advertisement.

LONDON
INNER LONDON EDUCATION AUTHORITY. PADDINGTON COLLEGE, Paddington Green, London W2 1NB. ENGINEERING TECHNOLOGY DEPARTMENT. LECTURER Grade I required as soon as possible to teach apprentices receiving full-time industrial training on the EITB First Year Integrated Training Course. Applicants must have had a formal training and substantial practical engineering workshop experience. CGLI Full Technological Certificate in Machine Shop Engineering or equivalent is essential. Teacher training, or relevant educational or training experience, desirable. Salary scale in accordance with the Burnham F.E. Report, on an incremental scale within the range £2,469-£4,377, plus £312 supplement and £402 Inner London allowance. Starting point dependent on qualifications, training and experience. Assistance may be given with household removal expenses. Further details and application forms from the Department (ref. [illegible] MDA).

LONDON
INNER LONDON EDUCATION AUTHORITY. WESTMINSTER COLLEGE. DEPARTMENT OF ENGINEERING, Battersea Park Road SW11. Required from 1st September, 1977. A LECTURER I (Ref. [illegible]) to teach a range of CIVIL ENGINEERING subjects to HNC and TEC technician certificate level. Applicants should be chartered or graduate engineers. Salary scale £2,469 to £4,377 plus £312 supplement and £402 London Allowance. Starting point on scale will depend upon qualifications, training and experience. Please send foolscap stamped addressed envelope, quoting reference number for application form and further details which are obtainable from the Clerk to the Governors, Westminster College, Battersea Park Road, London, SW11. Closing date for applications is 4th March.

LEICESTERSHIRE
TUTOR to share in planning and conduct of courses in ECONOMICS and related BUSINESS STUDIES. Salary within scale for Lecturer II (£3,279 to £5,493 per annum plus £312 supplement). Application form (to be returned by March 4, 1977) and full details from the Principal, Co-operative College, Stanford Hall, Loughborough, Leics. LE12 5QR.

NORFOLK
COUNTY COUNCIL. THE NORFOLK COLLEGE OF ARTS AND TECHNOLOGY, Tennyson Avenue, King's Lynn, Norfolk. FACULTY OF MANAGEMENT AND ARTS. LECTURER, Grade I in GERMAN/ENGLISH. Required for September 1 to teach German up to "A" and "S" level of the G.C.E. and Communications/English up to G.C.E. "O" level. Candidates are expected to possess an appropriate degree and a teaching qualification. Relevant teaching experience in schools and/or Further Education would be useful but applications are welcome from newly qualified graduates. Application forms and further details will be forwarded by the Chief Administrative Officer on receipt of request enclosing a stamp for reply.

ULSTER COLLEGE

THE NORTHERN IRELAND POLYTECHNIC

Computer Services—

Academic Projects Group

ANALYST PROGRAMMER:

£4,239 to £4,842 plus £312 supplement

PROGRAMMER:

£2,529 to £3,282 plus £312 supplement

For the development of computer systems in the wide range of subject areas embraced by the Polytechnic.

The Polytechnic is a direct grant institution with an independent Board of Governors. It opened in 1971 and now has a student population of some 6,100. It has extensive new purpose built accommodation, including 750 residential places on the 114 acre campus overlooking the sea at Jordanstown, a pleasant and quiet residential area. There is a scheme of assistance with removal.

Further particulars and application forms which must be returned by March 7th, may be obtained by telephoning Whiteabbey (0231) 65131, ext. 2243, or by writing to: **The Establishment Officer, Ulster College, The Northern Ireland Polytechnic, Jordanstown, Co. Antrim, BT37 0QB.**

School of Electrical Engineering

RESEARCH ASSISTANT

vacancy in one of the following areas:

COMPUTER ASSISTED LEARNING TECHNIQUES IN ELECTRICAL ENGINEERING EDUCATION

To design, implement and evaluate computer assisted learning packages in a number of fields of electrical engineering and to investigate the application of computer assisted learning techniques within multi-media teaching and learning programmes. The project is part of the work of the Engineering Science Project of the National Development Programme in Computer Assisted Learning.

Candidates for this post should have high academic qualifications in electrical engineering with a strong interest in education and preferably have some teaching experience in further or higher education.

MICROWAVE INSTRUMENTATION

The application of digital techniques to the solution of some problems in microwave instrumentation. A degree in communication engineering, electronic engineering, or physics is necessary. The post requires strong creative mathematical and practical abilities. Knowledge and/or experience of microwave engineering, digital modulation and encoding techniques, and information theory would be an advantage. Collaboration with other organisations has been arranged.

Research Assistants are normally required to register for a higher degree although post-doctoral applicants can be considered. Appointments are for a period of two years with the possibility of a third year and carry an initial salary of either £2,460 or £2,721 with annual increments. An additional £312 p.a. supplement is also payable. Research assistants undertake 6 hours teaching weekly.

Application forms to be returned by 4th March, 1977, can be obtained with further particulars from the Personnel Officer.

London Borough of Enfield

ST. NICHOLAS HOUSE COMMUNITY HOME OBSERVATION AND ASSESSMENT CENTRE FOR BOYS 10-17 YEARS

(A) HOUSEMASTER/MISTRESS (Non-teaching)

Responsible for a team of supervisors who are required to supervise and encourage the boys in activities outside the classroom. The Housemaster/mistress will actively participate in these arrangements. Family accommodation is available but a non-residential appointment will be considered.

Salary: £2,919-£4,269, plus £285 London Weighting (if non-resident) or London Allowance of £183 if resident.

(B) SUPERVISOR

To supervise and encourage boys in activities outside the classroom. Experience in working with "teenage" boys is an advantage. Single accommodation is available.

Salary: £2,676-£3,165, plus £150 qualification allowance if appropriately qualified, plus £285 London Weighting (if non-resident) or London Allowance of £183 if resident.

(C) TEACHERS (TWO)

(i) For craftwork (including woodwork and metalwork) with some general teaching as necessary. This teacher will be responsible for a modern workshop.
(ii) For General Subjects (including remedial work).

Salary: (i) Burnham II at appropriate level; (ii) Burnham I at appropriate level; plus £564 Special Responsibility Allowance, plus £297 London Weighting (if non-resident) or London Allowance of £183 if resident.

All posts may be resident or non-resident. All staff contribute to the work of a team diagnosing and assessing the needs of individual boys. This Home is currently under review because of its anticipated future development to Regional Assessment Centre status.

National Conditions of Service apply to these posts. 100 per cent removal expenses up to a maximum of £400. Generous assistance towards relocation costs. Temporary housing accommodation for up to two years. £10 per week Lodging Allowance (up to four months) may be payable in some cases.

A sleeping-in allowance of £2.01 per night is payable as required and a deduction of £411 per annum is made for board and lodging if resident. There are good training and support facilities available.

Informal enquiries welcomed by the Superintendent Mr. S. Marshall, 01-363 4821, or Mr. F. Davey, Residential Services Officer, 01-366 6565 ext. 2413.

Application forms are available on receipt of a stamped addressed envelope from The Director of Social Services, P.O. Box 59, Civic Centre, Silver Street, Enfield EN1 3XL. Applicants should quote Reference SS/431. Closing date is 4th March, 1977.

To teach in the Army, a first class degree may not be enough.

Your academic qualifications may suggest that you'll be a good teacher.

But your degree is no proof that you'll make a good officer.

And as far as we're concerned, that's what really matters, especially as you'll have to gain the respect of a tough bunch of soldiers.

Although you'll seldom be expected to lead them into action, the Army must be sure you have the capabilities to do so.

Obviously, you'll have to be trained, which means six months at Sandhurst, covering a course identical to that of an Infantry Officer.

After Sandhurst you'll be commissioned as a Lieutenant in the Royal Army Educational Corps.

To begin with you will earn between £3,725 and £4,433 (depending on your qualifications and experience). Incidentally, if you decide to leave after three years you will get a tax-free gratuity of £1,395.

Apart from teaching officers (which includes appointments at the Royal Military Academy Sandhurst and the Royal Military College of Science) and soldiers, you'll also be learning yourself, because the RAEC encourages and gives you every opportunity to continue your studies, which could include a postgraduate year at a university. Similar opportunities also exist for women applicants.

And the chances are you could spend some time abroad.

You must be medically fit, under 29, and ideally a graduate with a postgraduate qualification in education or other relevant discipline, although applications are accepted from qualified teachers.

Naturally, you'll want to give the matter a great deal of thought. To help you, we can arrange for you to talk with some RAEC Officers and to pay a three-day visit to our headquarters, or spend a day at an Army Education Centre in your vicinity.

Entry normally takes place in January and August and you are advised to apply at least 6 months in advance.

The first step though is to write for an application form giving brief details to: Major A. F. P. Petrie, MA, RAEC, Ministry of Defence (AEd 1a), (Dept N7), Empress State Building, Lillie Road, SW6 1TR.

Army Officer

COLLEGES OF FURTHER EDUCATION continued

OXFORDSHIRE
NORTH OXFORDSHIRE TECHNICAL COLLEGE AND SCHOOL OF ART
Broughton Road, Banbury, Oxon OX16 9QA
Required from 1st May, or as soon as possible thereafter, DEPUTY HEAD of Department of ENGINEERING and CONSTRUCTION (Principal Lecturer Grade).
Salary: £5,040 to £6,642 plus £312 salary supplement per annum. Person well qualified in Construction to fill this important senior management post and will also be responsible for safety throughout the College.
Further details and application forms available from and returnable to the Principal by 28th February.
Telephone Banbury 52221. Stamped addressed envelope please.

ROCHDALE
TECHNICAL COLLEGE
Applications are invited for the following vacant post:
LECTURER I in SUPERVISORY STUDIES.
Salary: Lecturer 1, £2,469 to £4,377 plus £312 per annum.
Application forms and further information obtainable on receipt of a stamped, addressed foolscap envelope from the Principal, Rochdale Technical College, St. Mary's Gate, Rochdale, must be returned by Wednesday, 2nd March, 1977. Canvassing will disqualify.

ST. HELENS
BOROUGH COUNCIL
NEWTON-LE-WILLOWS COLLEGE OF FURTHER EDUCATION
NURSING AND SOCIAL WELFARE STUDIES DEPARTMENT
LECTURER I required to teach HOME NURSING and FIRST AID to Pre-Nursing, Pre-Residential Care and Home Management and Family Care students. It would help if applicants could offer one or more of the following subjects: Human Biology, Sociology, Mathematics.
Salary in accordance with the Burnham F.E. Scales, i.e., £2,469 to £4,377 per annum, plus £312 per annum supplement.
Application form (to be returned as soon as possible) and further particulars from the Principal, College of Further Education, Crow Lane East, Newton-le-Willows, Merseyside WA12 9TT. (Telephone: Newton-le-Willows 4666.)

SHROPSHIRE
EDUCATION COMMITTEE
BRIDGNORTH COLLEGE OF FURTHER EDUCATION
Stourbridge Road, Bridgnorth, Salop
Required as soon as possible, LECTURER, Grade I. To be responsible for GENERAL STUDIES. Apply immediately by letter to the Principal giving names and addresses of two referees.
Further details from Head (stamped addressed envelope).

STAFFORDSHIRE
COUNTY COUNCIL
BURTON-UPON-TRENT TECHNICAL COLLEGE
DEPARTMENT OF GENERAL STUDIES
Applications are invited for the following post, which is available from May 1, 1977. SENIOR LECTURER to be responsible for GENERAL CERTIFICATE of EDUCATION COURSES. Applicants should be graduates with substantial experience of teaching to "A"/"B" level in schools or colleges. The person to be appointed will be required to coordinate the work of an inter-departmental team of course tutors, to teach a specialist subject in G.C.E. and other courses and to liaise with schools.
Salary will be in accordance with Scales of Salaries for Teachers in Establishments of Further Education, England and Wales, 1976 (Senior Lecturer Scale, £5,031 to £5,465 plus £312 supplement).
Applications, by letter, giving names, addresses and status of three referees, should be forwarded to the Principal, Burton-upon-Trent Technical College, Lichfield Street, Burton-upon-Trent DE14 3RL, immediately.
All applicants are asked to note that it is the county council's view that it is desirable for their employees to be members of an appropriate trade union.

WOLVERHAMPTON
EDUCATION COMMITTEE
WULFRUN COLLEGE OF FURTHER EDUCATION
Applications are invited for the following appointments, duties to commence 1st September, 1977:
DEPARTMENT OF MANAGEMENT and BUSINESS STUDIES LECTURER, Grade I, in SHORTHAND and TYPEWRITING (two posts) to teach Shorthand and Typewriting to full-time and part-time day students preparing for R.S.A., Pitman and L.C.C. Examinations. The ability to offer Pitman 2000 would be an advantage. Applicants should be holders of a teaching qualification and have suitable office experience.
Salary in accordance with Burnham Technical Scale.
Forms of application and further particulars obtainable by sending a stamped and addressed foolscap envelope to the Principal, Wulfrun College of Further Education, Paget Road, Wolverhampton WV6 0DU, to whom completed applications must be returned no later than fourteen days after the appearance of this advertisement.

Universities

CAMBRIDGE
CAMBRIDGE INSTITUTE OF EDUCATION
Applications are invited from suitably experienced and qualified men and women for the post of TUTOR in the EDUCATION of CHILDREN with LEARNING DIFFICULTIES. The post becomes vacant on the retirement of Mrs. K. Devereux at the end of the academic year and involves teaching on full-time and part-time courses leading to the Institute's Advanced Diploma in Educational Studies. Salary in the range £4,607/7,087.
Further particulars from the Secretary, Cambridge Institute of Education, Shaftesbury Road, Cambridge, CB2 2BX, to whom application forms should be returned by 28 February, 1977.

LONDON
THE UNIVERSITY INSTITUTE OF EDUCATION
MASTERS DEGREE IN RELIGIOUS EDUCATION
The University of London Institute of Education offers a course in Religious Education leading to the degree of MA. The course will extend over one year full-time or two years part-time and will include:
(1) The history and philosophy of Religious Education both in Britain and in other selected countries.
(2) A study of curriculum development in the subject.
(3) One of the following options: (a) The psychology of religion; (b) the philosophy of religion; (c) A study of selected major belief systems.
Applicants, who must possess the normal qualifications for admittance to a masters degree in Education, should write in the first instance to the Registrar, University of London Institute of Education, Bedford Way, London WC1H 0AL.

SHEFFIELD
THE UNIVERSITY
DEPARTMENT OF EXTRAMURAL STUDIES
LECTURER in CONTINUING EDUCATION
(Post-Experience Courses)
Applications are invited from GRADUATES with suitable qualifications and experience for the post of LECTURER in CONTINUING EDUCATION.
The successful candidate will be expected to explore the educational needs of professional and occupational groups in the community; to relate the university's resources to these needs by designing appropriate "post-experience" and refresher courses; and to act as Tutor on such courses.
Tenable as soon as possible.
Initial salary in range £3,333 to £5,219 a year on scale rising to £6,665 a year plus superannuation.
Particulars from the Registrar and Secretary, The University, Sheffield, S10 2TN, to whom applications (five copies) should be sent by 7th March, 1977. Quote Ref.: R.636 F.

UNIVERSITY APPOINTMENTS
are also advertised in
THE TIMES LITERARY SUPPLEMENT
with its worldwide academic readership—the TLS—which is read in 87 countries every week—provides a first-class medium for advertising University Appointments, especially in the Arts and the Humanities. Rates 40p a line (minimum 80p). £2.80 a single column centimetre display. To book advertisement space please contact Classified Advertisement Department, The Times Literary Supplement, P.O. Box 7, New Printing House Square, Gray's Inn Road WC1X 8EZ. Telephone 01-837 1234, extension 437.

Fellowships Studentships and Research Awards

LONDON.
THE UNIVERSITY COLLEGE
LONGMAN FELLOWSHIP IN ENGLISH LANGUAGE
Applications are invited by 1st May, 1977, from GRADUATES from Venezuela who are University or Training College lecturers in English or hold Government posts associated with English teaching, for the LONGMAN FELLOWSHIP IN ENGLISH LANGUAGE tenable at University College London for one year from October, 1977.
The Fellow will undertake work in the field of Present-Day English, and will receive emoluments adequate for fares, maintenance and family allowances, etc.
Requests for further information should be sent as soon as possible to the Registrar, University College London, Gower Street, London WC1E 6BT. Please quote ref. TLS 10/2.

THE HEALTH EDUCATION COUNCIL
DR. ARTHUR DALZELL-WARD MEMORIAL FELLOWSHIPS
In memory of Dr. A. J. Dalzell-Ward, the pioneer in Health Education, the Health Education Council will award for one or two years' duration, two Research Fellowships valued at £3,000 per annum.
Candidates should be graduates in medicine, dentistry, pharmacy, nursing, education, the biological sciences or the social sciences who wish to work towards a further degree in a University or Polytechnic in association with a research group concerned with health education.
Applications for the academic year beginning in October 1977 should write before March 11 to: Chief Medical Officer, The Health Education Council, 78 New Oxford Street, London WC1A 1AH.

Colleges of Higher Education

CLWYD
ATHROFA GOLEUDD-DD CYMRU THE NORTH E. WALES INSTITUTE OF HIGHER EDUCATION
Kelsterton College, Connah's Quay, Deeside, Clwyd.
School of Commerce
LECTURER I in SECRETARIAL and COMMERCIAL SUBJECTS. Applications are invited for a Lecturer in Shorthand and Typing. The ability to teach other commercial subjects will be an added advantage.
Salary in accordance with Burnham F.E. Scale Lecturer I (£2,469 to £4,377 plus £312 annual supplement).
Full details and application form from the Institute Registrar, North E. Wales Institute, Kelsterton College, Connah's Quay, Deeside, Clwyd. Please quote ref. K6 when applying.

DONCASTER
METROPOLITAN INSTITUTE OF HIGHER EDUCATION
DEPARTMENT OF CONSTRUCTION STUDIES
Post No. 76/8/1. LECTURER, Grade I, CARPENTRY and JOINERY.
Applications are invited for this post to teach Carpentry and Joinery and related subjects to Industrial Craft, Secondary Schools Link courses and groups of socially disadvantaged students. Applicants must hold appropriate craft qualifications. Previous teaching experience and a Certificate in Education would be an advantage.
The successful candidate will be expected to take up the post as early as possible.

DONCASTER
METROPOLITAN INSTITUTE OF HIGHER EDUCATION
DEPARTMENT OF MINING ENGINEERING
Post No. 76/7/3. LECTURER, Grade I.
Applications are invited for this post to teach mining subjects mainly to craft and technician courses.
Applicants should have a Colliery Manager's Certificate and experience in a supervisory capacity in coal mining. Previous teaching experience would be an advantage but new entrants to teaching would be considered.
Salary within the range £2,469 to £4,377, placing dependent on qualifications and experience.
Application forms and post particulars may be obtained from the Principal, Doncaster Metropolitan Institute of Higher Education, Waterdale, Doncaster DN1 3EX.

KENT
CHRIST CHURCH COLLEGE
Canterbury
Applications are invited from well qualified GRADUATES for the post of LECTURER in GEOGRAPHY with effect from September 1, 1977. Candidates should have a special interest in human geography and field studies and they will be expected to teach to honours degree level. Courses are offered leading to the B.Ed., B.A. and B.Ed. degrees in addition to the Post Graduate Certificate in Education.
Accommodation is available for a single person willing to be a residential tutor. The salary will be in accordance with the scale £3,[illegible] to £5,493 (Lecturer II) or £5,0[illegible] to £6,417 (Senior Lecturer) plus £312 per annum.
Further details from the Principal's Secretary, Christ Church College, Canterbury, to whom applications should be sent no later than March 1.

Colleges of Education

CAMBRIDGE
HOMERTON COLLEGE
LECTURER IN EDUCATION
One or more posts are offered in the Education Department to replace staff on study-leave. Candidates should be able to help with the teaching of educational psychology, possibly to B.Ed. degree level, and should have special interests and qualifications in the psychology of language and reading. Candidates should also be experienced school teachers and able to help with foundation course work in education involving visits to schools. An ability to teach statistics would also be welcome, but not essential.
The posts are temporary one year appointments, one of which might be full-time.
Salary: Lecturer Grade II Scale, £3,591 to £5,805.
Further details and application forms may be obtained from the Principal's Secretary, Homerton College, Cambridge CB2 2PH, to whom applications should be sent by March 4.

CAMBRIDGE
HOMERTON COLLEGE
LECTURER IN ENGLISH
Applications are invited for a temporary LECTURESHIP in ENGLISH for, in the first instance, one year, from September 1977.
Applicants should have an honours degree and experience of teaching in schools.
Consideration will be given to applicants who are interested in either a full-time or a substantial part-time appointment.
Salary: Lecturer Grade II Scale—£3,591 to £5,805.
Further details and application forms may be obtained from the Principal's Secretary, Homerton College, Cambridge CB2 2PH, to whom applications should be sent by 4th March.

Adult Education

For details of the
ASSOCIATION FOR ADULT EDUCATION
send a 6½p stamp to A.A.E. (T), 47 Poplar Road, Warmley, Bristol. Membership open to full/part-time local authority Adult/Community Education Staff.

DORSET
SOUTH DORSET TECHNICAL COLLEGE
Weymouth
Joint Adult Education PRINCIPAL/LECTURER required from 1 September, 1977, based at the above College. This post involves 40% lecturing and allied duties at the College and 60% on organisation of Adult Education for the Weymouth and Portland areas.
Salary, Lecturer Grade II (£3,591 to £5,493 plus £312 salary supplement).
Assistance with removal and incidental expenses.
For application form (to be returned by 8 March) and further particulars send stamped addressed envelope to Staffing Officer, Education Department, County Hall, Dorchester, Dorset DT1 1XJ.

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THE TIMES Higher Education Supplement

LONDON BOROUGH OF

CROYDON

EDUCATION COMMITTEE

(re-advertisement)

Appointment of

TUTOR/ORGANISER

for Croydon home-based English Language training scheme.

Applications are invited from qualified and experienced teachers of ENGLISH as a second language for the post of full-time Tutor/Organiser for the Croydon home-based English Language training scheme initiated by Croydon Council for Community Relations.

The successful candidate (who should be a car owner) will be responsible for the organisation, administration and development of the scheme, and will be expected to undertake English Language teaching for up to 8 hours per week. The appointment will be for one year only in the first instance, and is tenable as from 1st September, 1977, or earlier if possible.

Salary will be in accordance with the Lecturer II Scale of the current Burnham Further Education Report (£3,591 to £5,805 plus £297 London allowance).

Further information and application forms, returnable by 18th March, 1977, may be obtained from the Director of Education (F.E.), Education Department, Taberner House, Park Lane, Croydon, CR9 1TP. (Telephone: 01-686 4433, Extension 2292.) Previous applicants will be reconsidered and need not re-apply.

SOUTHWARK CATHOLIC CHILDREN'S SOCIETY

ST. VINCENT'S, DARTFORD, KENT

RESIDENTIAL SOCIAL WORKERS

(R.C.O. GRADES 2-6)

This Catholic Community Home provides residential care for boys from 13 years upwards who are in the care of the London Boroughs. Applications are invited from candidates, preferably Roman Catholics, for the post of Residential Social Worker, resident or non-resident.

While it is preferred that candidates will have experience of working in a residential setting with adolescent boys, applications from persons with a background in nursing, teaching, youth work, occupational therapy, will be welcome.

SALARY:
Deputy Housewarden
R.C.O. Grade 6 (points 5-9)
£3,474-£3,957 p.a. plus £312 p.a. supplement.
Residential Social Workers
R.C.O. Grades 2-5
£2,277-£3,366 p.a. plus £312 p.a. supplement.
S.J.A.C. Conditions of Service. 8 weeks annual leave.

ACCOMMODATION: Deduction of £411 p.a. for full board and lodging for single persons

Three-bedroomed house available for married persons on a service occupancy agreement charge currently £204 p.a.

INFORMAL PRELIMINARY VISIT AND DISCUSSION can be arranged by contacting the Principal—Tel: Dartford 24500.

Closing date for applications: 12.3.77.

Full details and application forms obtainable from:
**The Director,
Southwark Catholic Children's Society,
Russell Hill Road,
Purley, Surrey, CR2 2XB.**

SOUTHWARK CATHOLIC CHILDREN'S SOCIETY

ST. THOMAS MORE'S COMMUNITY HOME (E)
WEST GRINSTEAD, SUSSEX

This Catholic Community Home providing education on the premises cares for 70 boys aged 13 to 16 years in three house units. The majority of boys are in the care of London Boroughs.

Owing to the withdrawal of the Presentation Brothers from St. Thomas More's, the post of

PRINCIPAL

becomes vacant in July. A person is required to provide effective, imaginative, professional leadership to the Home during the next five years whilst the long term future is assessed.

Applications are invited from suitably qualified and experienced candidates, preferably of the Roman Catholic faith, for this important challenging post.

**SALARY: J.N.C. Group III
£6,198-£6,822 plus £312 supplement
J.N.C. Conditions of Service**

Accommodation comprising an unfurnished house can be provided for the Principal at the appropriate standard charge.

An informal preliminary discussion may be arranged with Mr. T. L. Bruce at the Society's Headquarters—01-668 2181.

Further details and application form can be obtained from:

**The Director,
Southwark Catholic Children's Society,
Russell Hill Road,
Purley, Surrey, CR2 2XB.**

Closing date for completed applications is 21st March, 1977.

ADULT EDUCATION Appointments continued

WARWICKSHIRE
SHADWAN TUTOR in French and German required by Language school for Businessmen. High degree of oral proficiency required. Starting salary £3,750 with annual increments of £250.
Apply with curriculum vitae and references to The Director, Eurolang Centre, Parkfield, Arden Drive, Dorridge, Solihull, W. Midlands.

Community Homes and Associated Institutions

NORTHUMBERLAND
COUNTY COUNCIL
EDUCATION COMMITTEE
BARNDALE HOUSE RESIDENTIAL SCHOOL
Alnwick
MATRON
Required when present holder of the post leaves on February 28th. Responsibility includes health and welfare of up to 30 boys and girls aged 8-16 who are resident Sunday evening to Friday, and general household management.
Salary £2,520 to £2,691 + £312 salary supplement, less £411, at present, for board and accommodation.
Further details from Director of Education, Eldon House, Regent Centre, Gosforth, Newcastle upon Tyne, NE3 3PZ, to whom letters of application with names of two referees should be sent by 4th March.

Assessment Centres

LANCASHIRE
COUNTY SOCIAL SERVICES
THE GRANGE ASSESSMENT CENTRE
Wilpshire (near Blackburn)
Full-time (40 hours per week) or two part-time SUPERVISORS
Salary Scale R.C.C. (3-5), £2,364 to £2,855 per annum plus £312 (pro rata, if part-time).
This Centre with Education on the premises provides accommodation for 15 disturbed adolescent girls in the care of the local authority, where their future placement needs are assessed.
Applicants should either be experienced or qualified in residential care and have relevant experience in the care of adolescents.
Teachers interested in Social Work may find this a challenging and interesting post which will offer an insight into disturbed and deviant adolescents.
For informal enquiries contact the Superintendent, Miss N. Farrelly, Blackburn 48157.
Application forms and further details from the Director of Social Services, Ref. AS/CD, Unity House, 145 Lancaster Road, Preston PR1 2LL. Telephone Preston 54787.
Closing date 9th March, 1977.

NEWHAM
(London Borough of)
SOCIAL SERVICES DEPARTMENT
LUTON HOUSE REGIONAL ASSESSMENT CENTRE
Sutton Road, Plaistow, London, E.13
TEACHER, Burnham Scale 2, GENERAL SUBJECTS.
Luton House is a purpose built observation and assessment centre for 30 children. The main function of the centre is to provide observation and assessment facilities for children and young persons likely to be in care of a local authority for an indefinite period.
Applications are invited from suitably qualified and experienced teachers for the post of Assistant Teacher in this well equipped education unit for boys and girls of school age with personal, social and educational problems.
Teaching will be in collaboration with a small enthusiastic team within the framework of the unit.
The successful applicant would be expected to take up the appointment in April 1977.
Informal visits can be arranged and further information obtained from the Principal at Luton House. Telephone: 01-474 2621.
Burnham Scales plus London Allowance £402 plus Annual Supplement £312.
Application forms may be obtained from the undersigned and should be returned immediately.
L. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford E15 4BH.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:
AMBERDALE ASSESSMENT CENTRE
Moorbridge Lane, Stapleford, Nottingham
For Easter, TEACHER (Scale 2) for recently opened, purpose built observation centre.
The successful candidate will be required to work with small groups of socially disadvantaged children within mixed ability age range 5-16 years, and preparing recommendations regarding future educational needs.
Salary payable on Burnham Scale 2 with an additional payment of £264 p.a. The holiday entitlement is 8 weeks per year, including bank holidays.
The teacher will be employed by the education department and seconded to the social services department.
Applications, with full details of background and experience and the names of two referees should be directed to the Superintendent, Amberdale Assessment Centre.

ST. PATRICK'S COLLEGE,
MAYNOOTH

(Recognized College of the National University of Ireland)

Applications are invited for the following posts:

LECTURER/JUNIOR LECTURER IN ADULT AND COMMUNITY EDUCATION

(Applicants should have qualification and experience in adult education and preferably with a specialization in social psychology or community work.)

LECTURER/JUNIOR LECTURER IN MUSIC

Further information may be obtained from the Secretary, Academic Council.

Closing date for applications is March 26, 1977.

Present Salary Scales:

Lecturer:	£4,714-£5,458
Junior Lecturer:	£3,539-£4,162

SURREY COUNTY COUNCIL

Education Department
NORTHERN AREA
EDUCATION SERVICE AT H.M. REMAND CENTRE, Latchmere House, Church Road, Ham Common, Richmond

EXPERIENCED REMEDIAL TEACHER

required for small groups of boys aged 14 to 21 years. Salary Burnham Lecturer Grade I £2,476-£4,377 plus £312 Supplement plus Fringe Area London Allowance £150 p.a.

Further details and application forms from the Area Education Officer, 7 Monument Hill, Weybridge. Telephone: Weybridge 52811 (extension 40).

TASK FORCE

volunteers working with pensioners

VOLUNTEER DEVELOPMENT OFFICER

Have you worked with volunteers?

Task Force tries to alleviate loneliness by encouraging significant relationships between old people and volunteers. But we feel it could be more effective. We need someone who is interested in developing this approach and who will help our field workers to recruit and support committed volunteers.

This person will also be working with our borough-based teams, helping them to plan and evaluate their different areas of work.

Salary: £4,014 pa.

Closing date: March 3, 1977.

For further details, contact Jo Adams, 01-602 1469.

ESSEX COUNTY COUNCIL

Social Services Department

**BOYLES COURT OBSERVATION AND ASSESSMENT CENTRE,
Brentwood**

Boyles Court is a well-established Assessment Centre accommodating up to 46 boys aged from 10 to 17 years, six of whom can be accommodated in the Secure Unit.

Residential Child Care Officers

to help recognise the treatment needs of the boys, provide a stimulating regime and maintain a high standard of care during their stay at the Centre.

Salary scale: £2,364-£3,957 p.a. (qualification bar at £3,282 p.a.) depending on experience, plus £312 p.a. supplement.

Teacher

to carry out a full teaching commitment, providing a purposeful and stimulating classroom environment, and to play an important part in the assessment procedure, the writing of reports and attainment and diagnostic testing.

Salary on Burnham Scale 1 plus allowances totalling £1,443 p.a. including extraneous duty allowance for 15 hours per week supervisory duties.

Further information may be obtained by contacting either David Roberts (Care) or Philip Carradice (Education) on Brentwood 222786.

Accommodation available.

Application forms from Director of Social Services, Kensal House, 77 Springfield Road, Chelmsford, Essex.

TENNAL REGIONAL ASSESSMENT CENTRE AND COMMUNITY HOME SCHOOL

The School comprises a Community Home School for 75 boys, aged between 10 and 16, and the West Midlands Regional Assessment Centre for 87 boys aged between 10 and 18.

HOUSEWARDEN

£2,607 to £3,957 bar at £3,282 plus £312 supplement plus £216 Housewarden responsibility allowance.

A key post in the Community Home School leading a team of staff involved in the treatment of emotionally disturbed, delinquent and deprived boys. The post requires considerable management skills and an ability to work under pressure. Social Work or Teaching qualification accepted and some relevant experience is essential.

Excellent resources for staff consultation and support available on campus.

HOUSEMOTHER

£2,277 to £2,691 plus £312 supplement plus £150 per annum qualification allowance.

is also required to complete a unit team.

Application forms are available from the Principal, Tennal School, Balden Road, Harborne, Birmingham B32 2EN. The Headmaster of the Community Home School will be pleased to discuss the post by telephone (021-428 1313) or in person.

BIRMINGHAM CITY COUNCIL

THE CENTRE FOR BRITISH TEACHERS LIMITED

GERMANY

The Ministries of Education of Nordrhein-Westfalen, Niedersachsen and Bremen/Bremerhaven require British teachers for the academic year 1977/78 to teach English in secondary schools and Further Education establishments.

Qualifications
Applicants must possess a University degree, a teaching qualification, teaching experience and a good knowledge of spoken German.

Salary
£380-£465 per month paid in German Marks. Entry point depends on number of years previous full-time experience. An allowance of £68 per month is paid to married teachers and £22 per month for each dependent child.
(DM 4.5 equals £1)
Salaries are free of German and British income tax for periods of 12 months and upwards.

Contract
Contracts are for one calender year from August, 1977 (exact starting dates vary according to State).

Teaching Load
20-23 45-minute class periods a week depending on State and school type. Classes usually take place in the mornings only.

Travel
Fares to and from Germany at the beginning and end of the contract for teachers and their families are paid by the Centre. Arrangements are made for the transportation of heavy baggage.

National Insurance and Superannuation
The employer's contribution to the British National Insurance scheme and Superannuation (where applicable) will be paid by the Centre.

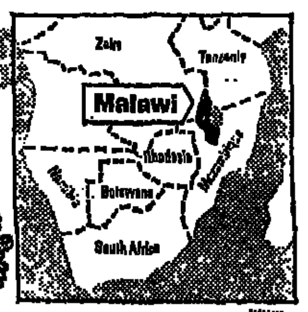
Preparation
Teachers appointed are given detailed information about life and work in Germany. Briefings are held from April until June in Britain and Orientation Courses in Germany immediately before teachers go into their schools.

Resettlement
The Centre's Resettlement Department gives advice to teachers returning to teach or study in Britain after service in Germany.

Recognition of Service
Service with the Centre in Germany is recognised by the British Education Authorities as full teaching service for incremental purposes on return to the United Kingdom.

For details and application forms: The Centre for British Teachers Limited (T5), Quality House, Quality Court, Chancery Lane, London WC2A 1HP. Tel.: 01-242 2982/5.

Malawi Polytechnic



A constituent College of the University of Malawi, situated between Blantyre and Limbe, the Polytechnic caters for approximately 900 day and 1,400 evening class students. It offers 3-year full-time post School Certificate University Diploma courses in Mechanical, Electrical and Construction Engineering, Public Health Inspection, Laboratory Technology and Business Studies and a variety of full-time block release and sandwich courses at craft and technician level under a separate Board of Governors. Applications are invited from candidates seeking an opportunity to increase their experience by teaching in a developing country. The following vacancies are tenable from September 1977.

DEPARTMENT OF ENGLISH AND LIBERAL STUDIES

Senior Lecturer/Head of Department
To be responsible for organisation and development of English and other language courses and Liberal Studies courses throughout the Polytechnic.
Good degree in English, teaching qualification, diploma in Applied Linguistics or ESL qualification and at least 5 years' teaching experience, including some administration. Experience in curriculum development advantageous.

Lecturer in English
To teach English Language to University Diploma students.
Good degree in English and either diploma in Applied Linguistics or ESL qualification and at least two years' teaching experience, preferably in a developing country and including production of materials for English Language teaching.

DEPARTMENT OF ENGINEERING

Lecturer in Mechanical Engineering
To teach Mechanical Engineering subjects, including Workshop Practice and Drawing, up to University Diploma level. Degree and/or professional qualifications essential. Teaching qualification and experience desirable.

DEPARTMENT OF MATHEMATICS AND SCIENCE

Lecturers in Physics (2 posts)
To teach Physics up to University Diploma level.
Good degree in Physics essential. Ability to teach Building Science, Electronics or Photography advantageous.

LECTURER in CHEMISTRY
To be responsible for day to day running of Chemistry Laboratory and to teach up to University Diploma Level.
Good degree in Chemistry essential. Knowledge of properties of building materials advantageous.

SALARIES:

Senior Lecturer/Head of Department	£6,859-£7,811 p.a.
Lecturers	£4,008-£6,305 p.a.

(Including a supplement, normally tax-free, payable by the British Government to citizens of the UK and which is reviewed annually).

CONTRACTS:
For two years initially to the University. Terms include 15-25 per cent terminal gratuity, subsidised housing, free passages, education allowances and children's holiday visit passages, biennial overseas leave. An interest-free car loan to £1,200 and appointments grant to £300 are payable in certain circumstances.
Apply for further details and an application form specifying post to Recruitment Unit, TETOC (Technical Education and Training Organisation for Overseas Countries), 35/37 Grosvenor Gardens, London SW1W 0BS. Closing date for receipt of applications, Tuesday, 8 March, 1977.

tetoc

Youth and Community Service

BRADFORD (City of)
METROPOLITAN COUNCIL
FURTHER EDUCATION DIVISION
(Youth and Community)
FULL-TIME YOUTH WORKER
£3,426 to £3,888 plus £312 per annum supplement
A full-time Youth Worker is required at HIGHCROFT YOUTH CENTRE, Wrose, Shipley, Bradford, which is a well-established purpose-built Centre completed in 1974. It is used additionally for community activities, including pre-school playgroup.
Further information and application forms from the Staffing and Training Unit, Directorate of Educational Services, 4th Floor, Provincial House, Tyrrel Street, Bradford BD1 1NP.
Reference EAB176/YC/TLS.

CHESHIRE
EDUCATION COMMITTEE
VALE ROYAL DISTRICT
WINSFORD COUNTY YOUTH CENTRE
YOUTH LEADER
J.N.C. conditions and salary range 3(c) from £3,604 to £4,128 plus £312 per annum supplement.
We need a person with drive and enthusiasm to take complete charge of a purpose-built centre in an expanding town.
Application forms and further details on receipt of a stamped addressed envelope from D. J. King, District Education Officer, County Offices, Watling Street, Northwich.

COVENTRY (City of)
EDUCATION DEPARTMENT
FULL-TIME LEADER
COVENTRY BOYS' CLUB
£3,426 to £3,888 plus £312 per annum
A vacancy exists for a qualified, experienced Youth Leader to be responsible for the organization and development of activities at this voluntary boys' club, housed in purpose-built premises in the centre of the city. An ability to establish good relationships with young people and adults is an important prerequisite of the job.
Application forms and further particulars from the Director of Education, Council Offices, Earl Street, Coventry CV1 5RS. Tel.: 25555, extn 2293. Returnable by March 4, 1977.

HOUNSLOW
(London Borough of)
EDUCATION DEPARTMENT
SENIOR YOUTH LEADER
Salary £3,676-£4,800, plus £312 supplement.
Applications are invited from qualified YOUTH LEADERS with considerable experience for this post in the Community Education Service. The person appointed will be responsible for the Isleworth Explorers Boys Club and will also have some area responsibilities.
The club has attractive and well equipped purpose built premises, and has maintained a high standard of achievement in cultural, sports and adventure activities.
A two bedroomed unfurnished house is available if required.
Application forms from Director of Education, Civic Centre, Lampton Road, Hounslow, TW3 4DN. Tel: 01-570 7728, Ext: 3632. Closing date: 4th March 1977.

KENT
MAIDSTONE (with YALDING) BAPTIST CHURCH
Qualified YOUTH and COMMUNITY WORKER required. Committed Christian. (Five sessions per week) J.N.C. Scale Three.
Opportunity for full time service, with house, telephone and expenses.
Details from Rev. G. W. Thomas, 14 Sittingbourne Road, Maidstone, Kent.

KINGSTON UPON THAMES
(Royal Borough of)
SOCIAL SERVICES DEPARTMENT
COMMUNITY WORKER
£2,814-£4,380 inclusive of London Weighting plus £312 per annum supplement. Kingston (population 140,000) community work team consists of three workers and two CSVs, operating with residents' associations, disabled and elderly groups, schools community service, intermediate treatment, etc. A vacancy exists for a community worker to undertake neighbourhood work in a number of areas around the borough, to liaise with voluntary organisations and to initiate the formation of new organisations to meet emerging needs.
We ideally seek a person qualified in community work, social work or as a teacher with field community work experience. The work load of the team is spread in such a way that individuals are normally able to pursue their own project interests.
Consideration will be given to the provision of temporary housing in special cases.
Please contact Barry North on 01-549 1388 to arrange an informal interview. Application forms are available from Assistant Director (SW), Royal Borough of Kingston upon Thames, Social Services Department, 36a High Street, Kingston upon Thames, Surrey. Closing date for applications: 1st March.

LIVERPOOL
RATHBONE PROJECT IN LIVERPOOL
PROJECT CO-ORDINATOR
This Project, "an experiment in education in the community helping young people and adults in Liverpool 8 through youth work, drama, holiday schemes and practical workshops" is run by a team of six workers.
A CO-ORDINATOR is needed to liaise between activities and organise project development. This is a new post offering an exciting challenge to someone experienced in education and/or youth work etc.
Salary £3,498 to £4,269 (A.P. Scale).
Forms and details from Rathbone Society, Northern Office, 229 Woodchurch Lane, [illegible] Tel. 051-4 4760.

LONDON
INNER LONDON EDUCATION AUTHORITY
SHADWELL BASIN WATER CENTRE
Tower Hamlets
WARDEN required for this new water centre at the Shadwell Basin of the London Docks. The Basin is being developed as a community water recreational project in Tower Hamlets. The post will be a secondment from the ILEA service to the East London Marine Venture which is the body responsible for the project. The Warden should have had considerable experience of water activities preferably in a water centre and in addition to being a qualified youth worker should hold a B.C.U. (senior instructor) and/or R.Y.A. (instructor) qualification.
Salary and conditions in accordance with the JNC Report for Youth Workers and Community Centre Wardens. Salary scale 3I, for JNC qualified youth workers: £3,426 to £3,888 plus £465 London Allowance and £312 supplement. (Recognised qualifications include youth worker and/or teacher training. Assistance may be given towards household removal expenses.
Details and application forms returnable by March 4, 1977, from the Education Officer (CEC6), The County Hall, London SE1 7PB (stamped addressed foolscap envelope).

NATIONAL ASSOCIATION OF YOUTH CLUBS
require DEVELOPMENT OFFICER (recreational) for their Residential Centre at Avon Tyrrell, situated on the boundary of the New Forest, near Ringwood.
To be responsible for the development of the natural resources of this 48-acre site, with particular involvement in youth recreational and sporting projects, courses and holidays.
Applicants, who may be trained youth leaders or teachers, should have some administrative experience, a general knowledge of a wide range of sporting and recreational activities and be able to work alone, acting on their own initiative.
Salary: £3,474 to £3,705 plus £312 p.a., depending on qualifications and experience.
Further particulars and application form from: John Hateman, National Association of Youth Clubs, P.O. Box 1, Blackburn House, Bond Gate, Nuneaton, Warwickshire CV11 4DB. Tel. Nuneaton 61631/3.
Closing date: 28th February, 1977.

SHROPSHIRE
THE TELFORD TRUST
Court Centre, Madeley, Telford
YOUTH WORKER
Appointment of Youth Worker for 1st April, 1977 (or as soon as possible thereafter).
Salary: J.N.C. for Youth Leaders, Scale 1: £2 751 to £3,516.
Applications are invited for the post of youth worker on the staff of the Court Centre, Madeley, a joint use sports/social complex in South Telford. The Youth Worker will be responsible for the development of a youth programme at the centre.
Further particulars may be obtained from L. G. Barge, Esq., Secretary to the Trust, Malinslee House, Telford, Salop, to whom applications should be submitted by Monday, 7th March, 1977.

YOUTH LEADER
Applications are invited from qualified and experienced Youth Leaders for the post of Leader of Newbiggin Hall Boys' Club. Salary J.N.C. Range 3.
For further particulars please contact The Secretary, Newbiggin Boys' Club, Newbiggin Lane, Kenton, Newcastle upon Tyne 5 [illegible].

Overseas Appointments

CANADA
MEMORIAL UNIVERSITY OF NEWFOUNDLAND
St. John's, Newfoundland
SCHOOL OF PHYSICAL EDUCATION AND ATHLETICS
Applications are invited for TEACHING positions in the B.P.E. and M.P.E. programmes, for one year periods, commencing September 1st 1977.
Preference will be given to candidates with Ph.D. qualification or equivalent, and competency and teaching experience in three of the following areas: TESTS and MEASUREMENT in PHYSICAL EDUCATION; FOUNDATIONS and PRINCIPLES of PHYSICAL EDUCATION; HEALTH EDUCATION; SCHOOL GYMNASTICS; TRACK AND FIELD; WOMEN'S VOLLEYBALL (including Varsity Coaching); SOCCER (including Varsity Coaching).
Applications including curriculum vitae, transcripts, names of three referees, and a recent photograph should be forwarded to: Director, School of Physical Education and Athletics, Memorial University of Newfoundland, St. John's, Newfoundland, Canada.

COLOMBIA
Applications are invited from men and women for the post of PRIVATE TUTOR to an English family living on a 7,000-acre cattle ranch at the foot of the Cordillera Oriental. There are six children, of whom the four eldest aged 6 to 13 require tutoring.
The tutor will live as a member of the family. Passages will be paid and free board and lodging provided. A pocket money salary of 3,000 pesos per month is offered and the post will initially be from September 1977 to June 1978.
Candidates should be capable of teaching mathematics to "O" level, have a scientific bent and have teaching experience.
For further details please write to Mrs. Touche, Gabbitas-Thring Services Ltd., Broughton House, 6, 7 and 8 Sackville Street, Piccadilly, London W1X 2BR. Telephone: 01-734 0161.

Youth and Community Worker

Based at the Mulberry Centre, Dorking. The centre was opened as a youth and community centre in 1975, is centrally situated and has an important part to play in a co-ordinated Youth and Community Service, in liaison with local schools, adult education and social services. The worker will also be responsible for the support and development of voluntary youth work in a number of surrounding villages and will be a member of a lively youth and community work team in Central Surrey.
Applicants should be qualified youth and community workers or teachers.
£4,233-£4,710 inclusive.
Application form and further details from the Area Education Officer, Bridge House, Bridge Street, Leatherhead, Surrey KT22 8HW. Tel: Leatherhead 77901 Ext. 29. Closing date 21 days after this advertisement.

Intermediate Treatment Co-ordinating Officer

To continue the development of intermediate treatment facilities in the North West Division of Surrey and to be based in Egham. The successful applicant should have relevant experience in social work among young people, plus a related qualification, with the ability to undertake group work, to innovate and to collaborate with statutory and voluntary organisations.
£3,870-£4,194.
Informal enquiries to Mr. Hartley (01-546 6111 Ext. 221) or write for application form and further details to Social Services Department (SW), Surrey House, 34 Eden Street, Kingston upon Thames, KT1 1DW. Closing date: 4 March.

Thames Young Mariners Canoe Instructor/Assistant to Warden

Surrey's well-equipped residential youth sailing and canoeing centre at Ham, Nr. Richmond, is looking for a Canoe Instructor to develop the existing canoeing facilities at the Base and co-ordinate the regular canoe instruction training programmes.
Applicants should preferably hold a BCU Senior Instructor grading and have experience of planning canoeing programmes for youth or school parties.
£3,321-£4,146 according to experience. Possibility of accommodation at the centre.
Detailed job specification and application form from County Education Officer (YCS/MR), County Hall, Kingston upon Thames, Surrey, KT1 2DJ. Closing date 14 days from this advertisement.

SURREY COUNTY COUNCIL

EDUCATION DEPARTMENT
Youth and Community Service

NEIGHBOURHOOD YOUTH WORKER

based at the

CLAREMONT YOUTH CENTRE, SPARKBROOK
J.N.C. scale 4 a—£4,008-£4,524 plus £312 p.a.

To be responsible to the Principal of the Sparkhill Institute for the management of the purpose-built Claremont Youth Centre and for assistance with the development of youth and community work in the Sparkbrook neighbourhood.

SENIOR COMMUNITY WORKER

based at

KINGSBURY ROAD COMMUNITY CENTRE
J.N.C. scale 4 a—£4,008-£4,524 plus £312 p.a.

To be responsible to the Principal of The Erdington Institute for the management of the Kingsbury Road Community Centre, which is being developed as an urban aid project, and for assisting with the development of community activities in the neighbourhood.

Application forms and further details may be obtained from:
**The Chief Education Officer,
City of Birmingham Education Department,
Adult Education, Youth and Community Division,
Margaret Street,
Birmingham, B3 3BU.**
to whom they should be returned by **Monday, 7th March, 1977.**

There is a scheme for assistance with removal expenses.

BIRMINGHAM CITY COUNCIL

Biology, Physics Special Education and French Teachers

- 25% gratuity on salary
- Low tax area
- Free medical treatment
- Free passages
- Generous terminal leave
- Subsidised accommodation
- Special education allowance
- Holiday visits for children

The Education Department in Hong Kong invites applications for the following teaching posts in secondary English schools:-

A. Biology Teacher
Duties: To teach Biology throughout the school up to GCE 'A' level and to run extra-curricular activities such as soccer, cricket, squash and tennis.
Qualifications: Applicants, preferably under 45 years of age, must have a British university degree majoring in Biology preferably with Honours and a Diploma in Education. Preference will be given to applicants with 3 years' post-qualification teaching experience.
Salary Scale: HK$ 2,580-HK$ 4,830 (approximately £3,870 to £7,245 p.a.).*

B. Physics Teacher
Duties: To teach Physics throughout the school up to GCE 'A' level and to run extra-curricular activities such as soccer, cricket, squash and tennis.
Qualifications: Applicants, preferably under 45 years of age, must have a British university degree majoring in Physics preferably with Honours and a Diploma in Education. It is essential that applicants should be conversant with the Nuffield approach and preference will be given to those with 5 years' post-qualification teaching experience.
Salary Scales: HK$ 2,860-HK$ 5,060 (approximately £4,290 to £7,590 p.a.).*

C. Special Education Teacher
Duties: To teach English-speaking children between 11-15 years of age who are in need of special educational treatment, e.g. children who are emotionally disturbed or have limited abilities or behaviour problems.
Qualifications: Applicants, preferably under 45 years of age, must have a Teacher's Certificate obtained after a full-time 3-year course of training in the United Kingdom plus an additional acceptable qualification in the teaching of educationally sub-normal children. Preference will be given to applicants with 5 years' post-qualification teaching experience with one year as a special class teacher.
Salary Scale: HK$ 3,480-HK$ 5,620 (approximately £5,220 to £8,430 p.a.).*

D. French Teacher
Duties: To teach French up to GCE 'A' level using visual-oral approach (including language laboratory).
Qualifications: Applicants, preferably under 45 years of age, must have a British university degree, majoring in French and minoring in English, preferably with Honours, and a Diploma in Education. Preference will be given to applicants with 3 years' post-qualification teaching experience. They should have a general interest in school extra-curricular activities.
Salary Scale: HK$ 2,580-HK$ 4,830 (approximately £3,870 to £7,245 p.a.).*

The appointment will commence in September 1977 and will be for an initial period of 2½ years. Starting salary will depend on the appointees' established positions on the Burnham scale.

For further information and an application form, write to the Hong Kong Government Office, 6 Grafton Street, London W1X 3LB, quoting reference ED/BT for Biology Teacher, ED/PT for Physics Teacher, ED/SCT for Special Education Teacher, ED/FT for French Teacher, at the top of your letter. Closing date for return of application forms March 11th 1977.

*Based on exchange rate HK$8.00 = £1.00. *This rate is subject to change.*

Hong Kong Government

OVERSEAS Appointments continued

KENYA
ST. ANDREW'S SCHOOL
Turi
September, 1977 —
MUSIC SPECIALIST. If a married man, strong possibility of wife being employed.
Co-educational I.A.P.S. preparatory school for 350 boarders aged six to 13. Pupils, mostly British, prepared for C.E. for entry to public schools. Superb setting in the highlands.
Modern facilities throughout. Scope for all games and for out-of-school activities. Excellent free accommodation.
Paid flights and leaves. Baggage allowance. British superannuation scheme. School salary scale based on Burnham.
Strong musical tradition; class, Chapel, choirs, instruments.
Apply, with testimonials, referees and stamped addressed envelope, please, to: Bryan Morris, Esq., Pine Cottage, Milford-on-Sea, Lymington, Hants.

SWEDEN
FOLKUNIVERSITETETS SPRÅKCENTRUM
THE BRITISH CENTRE
Qualified TEACHERS, aged between 21 and 40 required to teach ENGLISH as a Foreign Language in Sweden, two academic years (exceptionally one year) from August, 1977.
For further information and application form please write on a postcard to: The British Centre, 35 Palmeira Mansions, Hove, Sussex BN3 2GB.
For further information see our advertisement of 21, 28 January and 4 February.

DUBAI
ENGLISH SPEAKING SCHOOL
Dubai, U.A.E.
Required September 1977: Infant and Junior School TEACHERS. Applications are invited from qualified and experienced single women TEACHERS for three vacancies in this international school of 450 children. Preference will be given to teachers with special interest in music, slow learners or bright top juniors. Two-year contract.
Salary equal to approximately £4,900 (tax free). Fully furnished shared accommodation provided. Annual leave with United Kingdom fare. Gratuity at end of contract.
Letters of application with full curriculum vitae, references and passport photograph to: Miss D. Miles, P.O. Box 2002, Dubai, U.A.E. Interviews in United Kingdom at Easter.

SWEDEN
THE ANGLO-AMERICAN SCHOOL
Stockholm
Founded 1951
(Independent Coeducational Day School for children 4 to 16 years. Approximately 40 different nationalities)
Has the following vacancies for commencement of school year 1977: (a) CLASS TEACHERS for children 6 to 11 years.
Qualifications: Suitable diploma and at least two years' teaching experience. Minimum gross salary equivalent to £7,500 (pounds) per annum, with increases depending on qualifications and experience.
Accommodation, suitable for single applicants only, available at reasonable rent.
Usual passage arrangements. The employer's superannuation is paid if required.
Interviews will take place in the United Kingdom after Easter.
Apply for further details and application forms to the Principal, The Anglo-American School, Johannesgatan 18, 111 38 Stockholm, Sweden, enclosing a large addressed envelope; no stamp required.

ZAMBIA
THE INTERNATIONAL SCHOOL OF LUSAKA
Zambia
BURSAR
BURSAR and SECRETARY to the Board of Governors required from August, 1977. Two-year contract offered initially with air fares and baggage allowance on appointment and repatriation.
Salary negotiable according to qualifications and experience, minimum of K10,000 (approximately £7,500 per annum).
A 25 per cent gratuity payable on completion of contract and a rent-free furnished apartment provided.
If interested please contact Mr. Cliff Stromunen at the Strand Palace Hotel, London, on the 2nd or 3rd March, 1977.

Leisure Services
—Youth and Community Division

Full-Time Youth Leaders

£3,537-£4,248 plus £312 supplement

We require qualified men or women at the following clubs: Bingham Youth Centre, Bulwell Youth Club, Keyworth Youth Centre, Sneinton Youth Club. This is an opportunity to join a developing youth and community service that still believes there is a social and educational job to do with young people.
Generous assistance will be given with the expenses incurred in moving house in accordance with the Authority's scheme.
Further details and application forms are available from the Director of Leisure Services, Trent Bridge House, Fox Road, West Bridgford, Nottingham NG2 6BJ, telephone Nottingham 866555, ext. 381, to whom applications should be returned not later than 10 March 1977. Please quote ref. 145.

Nottinghamshire County Council

OVERSEAS DEVELOPMENT

KNOW-HOW: vital to developing countries

EDUCATION OVERSEAS

BOTSWANA

Secondary Teachers — English

To teach English at Secondary level up to Cambridge Overseas School Certificate ("O" level) and undertake extra-mural activities as required. Applicants up to age 55, should have Degree with English as major subject and post-graduate education certificate. Specialist qualification in teaching English as second language also desirable. Graduates in other relevant Arts subjects with appropriate qualifications and experience and non-graduate certificated teachers with appropriate experience also considered. All applicants should have at least 2 years experience in teaching English at secondary level. Appointment 2-3 years.

Secondary Teacher — Mathematics

To teach subject to "O" level and undertake extra mural activities as required. Applicants, age 25-45, must be qualified teachers preferably trained graduates but college trained teachers with at least 3 years relevant teaching experience should apply. Initial appointment 2-3 years.
Salary (both posts) currently under review (non-graduate) in range £1,964-£4,498 pa which includes allowance normally tax free in range £738-£2,100 pa. Salary (graduate) in range £2,534-£6,603 pa which includes allowance normally tax free in range £912-£2,730 pa. Terminal gratuity 25% p.a. of basic salary.

Primary Teacher Educator — Mathematics

To assist with initial training of teaching, assist in primary schools, making frequent informal visits to consider alternative approaches to primary syllabus, be engaged in programme of in-service work. Applicants under 45, must be trained teachers with at least 8 years primary teaching experience. Appointment 2-3 years.
Salary (currently under review) in range £2,534-£6,603 pa which includes allowance normally tax free, in range £912-£2,730 pa (all posts). Terminal gratuity 25% pa of basic salary.

**Other benefits (all posts) include free family passages, paid leave, children's education allowances and subsidised accommodation. An appointment grant of up to £300 and an interest free car purchase loan of up to £1,200 may be payable in certain circumstances. Superannuation rights may be safeguarded. Applicants should be citizens of the United Kingdom.
For full details and an application form please apply (indicating post concerned, quoting ref. 315) and giving details of age, qualifications and experience to:—**

Appointments Officer,
MINISTRY OF OVERSEAS DEVELOPMENT,
Room 301, Eland House,
Stag Place, London SW1E 5DH.

ODM

HELPING NATIONS HELP THEMSELVES

BOROUGH OF SOUTH TYNESIDE

Directorate of Education

CHIEF EDUCATION WELFARE OFFICER

£4,239 to £4,545 plus £312

Applications are invited for the post of Chief Education Welfare Officer which has recently become vacant following the promotion of the present holder of the post. The successful candidate will be responsible for 16 Education Welfare Officers divided into three teams. Additional duties include responsibility for: all Special School placements; some liaison work between the Social Services Department, the Area Health Authority and the Education Department; the assessment procedure for Free School Meals and other administrative duties.

Applicants should be in possession of the DMA, the CQSW or another equivalent qualification. A current driving licence is essential.

Application forms and further particulars are available from the Chief Personnel and Management Services Department (reference 33), Westoe Hall, Westoe Village, South Shields, telephone number South Shields 2191. Closing date, March 4, 1977.

LONDON BOROUGH OF BARKING

Education Department

Chief Education Officer

Salary £10,443-£11,217 per annum inclusive. Lump sum car allowance of £402 per annum.

The essential requirements for this Chief Officer post are a degree, relevant teaching experience and considerable administrative experience at a senior level in the education service.

Application forms and further particulars obtainable from the Town Clerk, Civic Centre, Dagenham, Essex RM10 7BY. (Telephone 01-592 4500 Ext. 216).

Closing date for completed forms 7th March, 1977.

Doncaster Metropolitan Borough Council

Education Services

PROFESSIONAL ADMINISTRATIVE ASSISTANT

(Sites, Buildings and Supplies)

PO1 (6-10) £5,406-£6,057 plus £312 supplement

The successful applicant will be responsible to the Senior Education Officer (sites, buildings and supplies) for a range of duties which will provide a wide variety of experience in educational administration. The major responsibilities will be in respect of a briefing and detailed planning of projects in the authority's capital programme which will involve close liaison with educational establishments and staff within the Authority's directorate of Technical Services. Applicants should be graduates, preferably with a good honours degree or comparable qualifications with appropriate teaching experience. Assistance with housing and removal expenses in appropriate cases. Essential user car allowance.

Application forms and further details are available from:

The Chief Executive, (Personnel Section), Doncaster Metropolitan Borough Council, Priory Place, Doncaster DN1 1BN. Tel.: Doncaster 20321.

Closing date for applications 25th February, 1977.

Cheshire

Personnel Officer

£7731–£8500

(including Supplement)

This is a key post in a large department with responsibility for the personnel function covering 14000 staff in 700 locations.

Candidates must have considerable practical experience of personnel work and a suitable qualification.

Separation and disturbance allowances and removal expenses are payable. Temporary housing may also be available.

Application forms and further particulars are available from the **Director of Education, (Ref 9/ES), Cheshire County Council, County Hall, Chester CH1 1SQ.**

Closing date 9th March.

The British Council

invites application for the following posts:—

Specialist in Language Teaching Methodology (Specialized Uses of Language) (Singapore)

Southeast Asian Ministers of Education Organization Regional English Language Centre

Postgraduate qualification in applied linguistics, second/foreign language teaching or an allied field and teaching experience at school and university levels essential. First degree in literature and experience of research in materials development desirable.

Preferred age range: 35-50.

Salary: £6,638-£8,350.

Benefits: free accommodation; overseas and children's allowances; other benefits. Two-year contract. Tenable June 1977 or earlier. 77 TO 25

Adviser in English (Nigeria)

In Service Training Centre, Ministry of Education (Kano)

Curriculum Development In Service Training and Materials and Test Preparation.

First degree in English or Modern Languages, PG TESL qualification, at least 5 years TESL experience in an advisory or supervisory capacity and ELT writing experience all essential.

Salary: £5,210-£6,026.

Benefits: free accommodation; overseas and children's allowances; other benefits. Two-year contract. 77 TE 1

Specialist in Construction and Testing of ESP Materials (Thailand)

Chulalongkorn University, Bangkok.

Graduates with relevant PG qualifications and experience (at least three years).

Salary: £5,210-£6,026.

Benefits: overseas and children's allowances; free accommodation; medical scheme. Two-year contract. 76 TU 104

Research Adviser (Sociology) (Nepal)

Centre for Nepal and Asian Studies, Tribhuvan University, Kathmandu

Degree, background in Economics, and research experience in field of Rural Sociology/Anthropology. PhD in Sociology is desirable.

Salary: £5,210-£7,054.

Benefits: free accommodation; overseas allowances; other benefits. Two-year contract. 77 PU 11

Education Officers (Tutors in English Language) (Tanzania)

Colleges of National Education (four posts)

Degree and TEFL qualification and three years' teaching experience essential.

Relevant MA and overseas TEFL experience desirable. Knowledge of Swahili an advantage. Preferred age range 30-45.

Salary: £5,210-£6,026.

Benefits: free accommodation; overseas and children's allowances; other benefits. Two-year contract. 77 TT 1-4

Teacher of English Language (Bulgaria)

Government English Medium Secondary Schools for pupils aged 14+

Candidates, single men or women or married couples both qualified to teach, should be trained teachers with a specialization in English, preferably a degree and relevant experience.

Salary: 400 leva per month (approx. £210 at present rate of exchange). 10% tax.

Benefits: free accommodation, heating and lighting; medical benefits. One- or two-year contracts. 77 SS 9-17

Return fares are paid. Local contract is guaranteed by the British Council. Please write, briefly stating qualifications and length of appropriate experience: quoting relevant reference number and title of post for further details and an application form to The British Council (Appointments), 65 Davies Street, London W1Y 2AA.

OVERSEAS Appointments continued

CYPRUS

LIMASSOL GRAMMAR AND JUNIOR SCHOOL. Required for September, 1977 — (1) MATHEMATICS PHYSICS. (2) HISTORY/ECONOMICS with MATHEMATICS. (3) MASTER for TOP JUNIORS. The first two posts require experienced GRADUATES with Dip.Ed. (1) Will teach both to "A" level. (2) Mathematics to "O" level. (3) Requires a fully qualified junior teacher with, preferably, some sporting abilities. This is a British private school with British staff, teaching well-motivated expatriate and local children in small classes.

Good salary and conditions in a modern school building: travel allowance; staff children free; three year contract, renewable.

Curriculum vitae with photo and two references to Headmaster, Homer Street, Limassol, Cyprus.

BAHAMAS

THE FREEPORT HIGH SCHOOL. Subject TEACHERS (to "O" level) required September 1977. GRADUATE and/or trained (1) TECHNICAL DRAWING. (2) FRENCH. (3) SPANISH. (4) MATHEMATICS (to "A" level). (5) RELIGIOUS STUDIES. (6) JUNIOR SUBJECTS.

Superannuation protected. Three year contract. Passages.

Present salary scale: U.S. $8,100 to $11,800.

Send curriculum vitae, names of three recent referees to The Reverend W. M. Bishop, M.A.(Ed.), Principal, Post Office Box F-667, Freeport, Bahamas, before 7th March, 1977.

IRAN

Openings for qualified TEACHERS with minimum two years experience for infant and junior positions. Ability to play piano and handle all school related activities necessary. Husband and wife teams and single teachers needed. Locations very isolated oil community in Iran. One year contracts with economy air transportation out and back.

Remuneration U.S. $9,775 plus free furnished housing, and shipping allowance. No taxes.

Applicants will be interviewed in London.

Please respond with résumé in first letter to Box TES 2638, The Times, WC1X 8EZ.

HONG KONG

GRADUATE TEACHER to teach ENGLISH LANGUAGE and LITERATURE required by St. Stephen's Girls' College for September, 1977. Knowledge of methods of teaching English as a second language desirable. Interest in speech or drama an advantage. Grant-aided Anglican Grammar School for Chinese girls.

Two-year contract with passage. Salaries according to Hong Kong scales. Residence provided at small rent.

Information from and applications to the Principal, St. Stephen's Girls' College, 2 Lyttelton Road, Hong Kong.

MOZAMBIQUE

THE INTERNATIONAL PRIMARY SCHOOL Maputo, Mozambique. Urgently required: Primary TEACHER with special skills (PIANO and/or PHYSICAL EDUCATION).

Send full curriculum vitae and two references to the Mozambique Recruitment Programme, 12 Little Newport Street, London WC2H 7JJ (Tel. 01-734 9541) before 18th February.

ITALY

Coeducational English Preparatory School seeks young, experienced TEACHER of FRENCH to Common Entrance standard (8 to 13 years). Subsidiary Music and help with Football and boys' Athletics. Latin an asset.

Applications, with curriculum vitae, photograph and names of two referees to: Headmaster, The [illegible] English School, [illegible], Via [illegible] [illegible], Rome.

AFRICA

TEACHERS (all subjects) urgently needed in Catholic mission schools throughout Africa. We require practising Christians who can express their commitment through dedicated service for this challenging worthwhile work. Volunteer terms.

Please send postage for reply. VMM, 1 Victoria Road, London NW7 4SA.

IRAN

TEACHING POSITIONS. The Kooros Educational [illegible] Group has a few positions for the coming academic year in primary school in Tehran. Applicants must be qualified [illegible] school teachers. Salaries [illegible] British salary scale, plus [illegible] travel and housing allowance.

Please apply, giving [illegible] details, to KEHG, [illegible] 12 [illegible], Tehran, Iran, [illegible] end of March.

SWAZILAND

ST. MICHAEL'S ANGLICAN GIRLS' SCHOOL, Manzini, Swaziland. HOME ECONOMICS TEACHER "O" level (Cambridge Overseas S.C. and G.C.E.) required [illegible] 1977.

For further particulars, write Sister Catherine, O.H.P., St. Hild's College, Lancaster, LA1 [illegible]. Telephone (0524) 63446.

INTERNATIONAL COLLEGE IN VANCOUVER

Sixth form leading to [illegible] and international examinations. Pacific Centre, 700 Georgia St., Vancouver, B.C. [illegible] V7Y 1A1.

SPAIN

Young experienced TEFL TEACHERS required for Madrid, Barcelona and Valencia 1st October 1977, 1st November 1977 to 30th [illegible] 1978.

Apply: Deputy General Manager, La Casa Inglesa, Plaza de [illegible] 11, Madrid 6, Spain.

CANADA

Young FRENCH / MATHEMATICS GRADUATE sought for "A" [illegible] tutoring small group in mountain resort. Extensive travel U.S. [illegible]. Period March-June with [illegible] bility permanency. [illegible] essential. Kesurave 2111.

SPAIN

Qualified TEACHERS of ENGLISH as second language, [illegible] experience as minimum, [illegible] knowledge of Spanish required. [illegible] October 1976 to June 1977.

Write: Interschool, Virgen de [illegible] Consolación 20, Sevilla, Spain.

GREECE

TEACHERS of ENGLISH [illegible]. Please write to S. Stravoglis [illegible] Tsimiski St., Thessaloniki, Greece.

SWITZERLAND

AIGLON COLLEGE. For posts vacant at this College see page 65.

V.S.O. needs TEACHERS of ENGLISH, MATHEMATICS, PHYSICS, CHEMISTRY, DOMESTIC SCIENCE to work overseas from September, 1977. See adverts: ENGLISH, SCIENCE, DOMESTIC SCIENCE and PRIMARY SKILLS.

Administration

Local Education Authority

ENFIELD

(London Borough of) EDUCATION COMMITTEE EDMONTON COLLEGE OF FURTHER EDUCATION. Principal, D. J. Alderson, M.Sc., C.Eng., M.I.Mech.E., M.I.Prod.E., M.S.C.

SENIOR ADMINISTRATIVE OFFICER

This college will be in operation from September 1, 1977, and applications are invited for the post of Senior Administrative Officer (PO1 [illegible] in £5,[illegible]) who will be in the first instance, responsible to the Principal for the organisation of the administrative structure and procedure. The postholder to [illegible] duties on May 1, 1977, should be a person with considerable initiative and leadership qualities.

One hundred per cent removal expenses (up to £[illegible]), generous assistance with relocation [illegible], temporary lodging accommodation for two years, £10 per month lodging allowance (up to [illegible] months), all considered in certain cases.

Application forms and further particulars available on receipt of a stamped addressed envelope from the Director of Education, PO Box 56, Civic Centre, Silver Street, Enfield EN1 3XQ, to be returned by March 4, 1977.

CHIEF EDUCATION OFFICER

£13,302—£14,184

The City of Birmingham has a population of over one million and includes a unique variety of industry and commerce within its boundaries.

The Chief Education Officer is responsible to the Education Committee who control the education service, providing some 520 primary, secondary and special schools, with a roll of about 220,000 the City of Birmingham Polytechnic and nine other colleges. The education service employs some 33,000 people (including teachers).

The vacancy is created by the retirement on 30th June 1977 of Mr. K. Brooksbank, D.S.C., M.A., M.Ed.

Telephone 021-235 3748 for application form (to be returned by 8th March 1977) and copy of further particulars; or write to:

City Personnel Officer, Personnel Department, Snow Hill House, 1 & 19 Barwick Street, Birmingham B3 2PF

Canvassing will disqualify.

BIRMINGHAM CITY COUNCIL

PRINCIPAL

Australian Maritime College

Applications are invited for the position of Principal of the Australian Maritime College, which is at present in the process of being established at Launceston, Tasmania.

The College, which will be the only one of its kind in Australia, is being established as an Institution of Tertiary Education.

It will be built near an existing College of Advanced Education and a Technical College. It is expected that the three Colleges will co-operate in matters such as the provision of Courses and that some facilities will be shared.

The College will give two and three-year Diploma Courses for Deck, Engineer and Radio Officers for the Merchant Navy and Fishing Industries, as well as a wide range of other Courses from Degree to Technical Training Levels relating in particular to the Australian Fishing Industry.

The Principal will be the Chief Administrative Officer of the College, and will be responsible to the College's Governing Body for the sound management and development of the College.

Qualifications

Proven administrative ability of a high order is essential.

Practical Maritime experience and/or experience of advanced level Maritime Education and of Tertiary Education. Good academic qualifications to Degree or Higher Level desirable.

Salary: Australian Dollars 30,083 per annum.

Superannuation: The successful applicant will be eligible to apply for Commonwealth Superannuation.

Applications:

Further details can be obtained from, and applications should be lodged with, The Secretary, Interim Council, Australian Maritime College, P.O. Box 826, Woden A.C.T. 2606, Australia.

Closing Date for Applications is 30th March, 1977.

ST. ANDREW'S SCHOOL NASSAU, BAHAMAS

An independent, inter-denominational co-educational school catering to a Bahamian and international student body. The school is housed in attractive modern buildings on a 30 acre site.

TEACHERS REQUIRED FOR SEPTEMBER, 1977

The Upper School

(350 on roll, average class size 25)

1. HEAD OF ENGLISH DEPARTMENT. To be responsible for day to day organisation and supervision of the subject throughout the Upper School, to produce the school magazine, and to lead a team of enthusiastic teachers in predominantly G.C.E. 'O' and 'A' level work.
2. HEAD OF BIOLOGY. To organise and teach the subject throughout the Upper School to "O" level standard.
3. HEAD OF ART. To organise and teach the subject throughout the Upper School to 'O' level standard and to assist teachers in the Middle and Lower Schools.
4. English (Forms I to V).
5. History (Forms I to V).
6. Girls' Physical Education. To assist experienced Physical Education teachers at Primary and Secondary Levels.

The Middle School

(300 on roll, average class size 25)

7. General Subjects, age range 7-8 years.
8. General Subjects, age range 9-10 years.
9. General Subjects, age range 10-11 years.

The Lower School

(225 on roll, average class size 25)

10. General Subjects, age range 6-7 years.
11. Leader of the Lower School. This is an administrative post with a responsibility allowance. The Departmental Leader is responsible for one Reception class of 25 children (4-5 years) until each midday, besides the general day to day organisation and running the department.

Minimum requirements for applicants

Posts 1 and 2: A good degree, professional training and five years recent experience.

Post 3: Recognised qualification and three years recent experience.

Posts 4 and 5: A good degree, professional training and three years recent experience. For either post, the ability to offer a little of either R.E., French or Spanish would be an advantage.

Post 6: Recognised three year professional training and three years recent teaching experience.

Posts 7, 8, 9 and 10: Recognised teaching certificate and three consecutive years recent experience. Ability to play the piano, and take music with their appointed year group is a requirement in all four posts. For post 9 the ability to teach beginning Spanish would be an advantage.

Post 11: Professionally qualified and not less than eight years experience and with demonstrable ability to plan curriculum and manage staff.

Salary Scales (at present under review)

Three year Teacher Training B$8,400-B$11,200

General Degree with Teacher Training, B$7,300-B$12,400.

Honours Degree with Teacher Training, B$7,600-B$12,600.

Annual increments: x B$300 to B$10,000 x B$400 to B$12,400.

Point of entry dependent upon qualifications and experience. One increment given for every years of teaching experience, up to a maximum of 10 years.

There is no income tax in the Bahamas. £1.00 equals B$1.75 approx.

Housing Allowance

Single person B$1,020; Married person (one on staff) B$1,360.

Married person (both on staff) B$1,[illegible].

Air fare to and from place of appointment is paid.

The School is recognised for contributory service by the U.K. Department of Education and Science. Employer's superannuation contributions are paid by the School.

Two year contracts are offered to successful applicants.

Application forms are available from Mr. J. R. Close, 79 Heanor Road, Smalley, Derbyshire DE7 6DX, England. Please enclose a stamped addressed foolscap envelope.

THE BERMUDA HIGH SCHOOL FOR GIRLS

requires, for September, 1977, full trained, qualified and preferably experienced teachers for the following posts:

1. Commercial Subjects:

to teach typewriting, Pitman Shorthand (a knowledge of Gregg will be an advantage), Bookkeeping and Office Practice in the Middle and Upper Senior School.

2. Latin with History and/or English:

to teach Latin to G.C.E. 'O' level and North American University entrance standard together with some History and/or English in the Lower Senior School.

3. Physical Education:

to teach the subject throughout the Junior and Senior Schools.

Applications with curriculum vitae, testimonials and names and addresses of two referees should be airmailed immediately to the Headmaster, **The Bermuda High School for Girls, Pembroke 5-34, Bermuda.**

Interviews for shortlisted candidates will be held in Central London on 4th and 5th April, 1977. Further details about the School in general and the posts in particular will be sent on receipt of application.

QATAR

DOHA ENGLISH SPEAKING PRIMARY SCHOOL

Doha—Qatar

Teaching Staff

required for September 1977:

Required for September, 1977, well-qualified married couple, man to be **DEPUTY HEAD**, for well established English Speaking Primary School in the Arabian Gulf.

Applications welcomed from energetic, interested teachers, prepared to play a full part in the life of the School, which is run on the lines of a modern British Primary School, and has a good programme of varied extra curricular activities.

Free self-contained accommodation (not suitable for children), excellent salaries, car allowance, economy air fares to the U.K. each summer and gratuity at the end of contract. Also required a RECEPTION CLASS TEACHER with a minimum of two years good experience of the age group. Free accommodation in shared flat. Other conditions as above. Applications with full curriculum vitae, names of two referees who have first hand knowledge of the applicants' teaching ability, and a recent photograph to the **Headmistress: Mrs E. Bennland, Doha English Speaking Primary School, P.O. Box No: 658, Doha, Qatar, Arabian Gulf.**

Interviews will be held in the British Council Offices on April 12th, 1977.

Addis Ababa

The Sandford (English) School

Founded 1946

The above Community School with some 800 pupils of 44 nationalities has a vacancy for a

DEPUTY HEADMASTER

Duties will include admissions, discipline (boys), duty rotas and the setting up of a guidance facility within the School.

The applicant should have at least ten years' educational experience and have held a position of responsibility. Initial tour of two years but applicant should consider the probability of at least two tours. Salary approx. equivalent to £5,600 to £6,600 according to experience.

Other conditions as below.

Vacancies exist also for

an INFANT TEACHER
a JUNIOR TEACHER

and in the secondary division for Teachers of

ENGLISH AS A FOREIGN LANGUAGE
PHYSICS to 'O' level
MATHEMATICS to 'O' level
MODERN LINGUIST (FRENCH/ENGLISH) to 'A' level
CRAFT AND ART
GEOGRAPHY to 'O' level

Teachers, who should be qualified, must have four years' experience by 1st September, 1977. Salaries within approx. range £3,900 to £5,000 according to experience. Two-year contracts with free furnished accommodation. Taxation at local rates (average about 18% +). Superannuation safeguarded. Outward and return passages paid at beginning and end of contract. 30% of net salary may be remitted.

Addis Ababa is located at a height of c/8,500ft. so successful candidates will be required to produce a medical certificate showing that they may work at this altitude. The climate is good and never too warm.

Please send a detailed curriculum vitae by AIRMAIL to reach the School no later than 1st March, 1977 (U.K. airmail takes approx. five days). Include names and addresses of two referees. Short-listed candidates will be interviewed in April, 1977. Applications should be sent to THE HEADMASTER, SANDFORD SCHOOL, P.O. BOX 30056 MA, ADDIS ABABA, ETHIOPIA.

UNIVERSITY OF PETROLEUM AND MINERALS DHAHRAN, SAUDI ARABIA

The University of Petroleum and Minerals, Dhahran, Saudi Arabia, will have Teaching positions open for the Academic Year 1977-78, starting 1 September, 1977.

Applications are invited from

PHYSICISTS

with first or second degrees and teaching experience. Minimum regular contract for two years, renewable. Excellent salaries and allowances, free air-conditioned housing, free air transportation to and from Dhahran each two-year tour.

Attractive educational assistance grants for school age dependent children. Local transportation allowance in cash each month. All earned income without Saudi taxes. Ten-month duty each year with two-month vacation paid and possibility of participation in University's ongoing Summer Programmes with adequate additional compensation.

Apply with complete resume on academic and professional background, list of references, and with copies of degrees/testimonials, including personal data, such as, nationality at birth and current, home and office addresses, telephone numbers, family status (wife's maiden name, names of children, age and sex) to:

Mr. G. E. B. Harrison,
Gabbitas-Thring Services Ltd.,
Broughton House,
6, 7 and 8 Sackville Street,
Piccadilly, London W1X 2BR

A representative of the University will conduct interviews in London towards the end of February

AIGLON COLLEGE SWITZERLAND

This International Boarding School in the Swiss Alps for 250 boys and girls, 11-18, requires the following staff:

1. **HOUSE PARENTS** for house of 40 boys.
2. **HEAD OF ENGLISH.** Post requires well qualified, experienced teacher with good organizing ability and interest in drama.
3. **HEAD OF SPECIAL ENGLISH SCHOOL.** Experienced EFL teacher required to prepare 20-30 non-English speaking children for integration in main school.
4. **MATRON (SRN).** Responsible with House Mothers for health of all boys and girls.
5. **PHYSICAL EDUCATION MASTER.** Responsible with assistance of Physical Education Mistress for programme of all boys and girls.
6. **CHAPLAIN.** Applicants should be Anglican, committed to working with young people and sensitive to the special needs of a multi-religious community.

Posts 1-5 for September, 1977; Post 6 for January or September, 1978. Possibility of combining some posts. Applications welcome from married couples able to fill two posts.

Applicants must be prepared to respond to the challenges of working in an international community and to make a full contribution to the life of the school in which care of the individual and spiritual values are stressed. Knowledge of French, ability to help with outdoor or cultural activities an advantage.

Apply with curriculum vitae, testimonials, two referees and phone numbers (own and referees) to:

The Headmaster, Aiglon College,
1885 Chesières-Villars, Switzerland.
Tel. Chesières (025) 327 27
Interviews London 7th-10th March, 1977.

The New English School

P.O. Box 6156, Hawelli, Kuwait
Arabian Gulf

Applications are invited from British trained and qualified teachers for the following posts which will become vacant in this expanding English medium school in September, 1977. Joint applications from married couples without children are particularly welcome.

Secondary Department

Graduates to teach to "O" and "A" Level in

ENGLISH: 4 posts.

REMEDIAL ENGLISH with responsibility for Library: 1 post.

MATHEMATICS: 3 posts, one of which will be Head of Department and one for which a special interest in "A" level Applied Mathematics is required.

PHYSICS: 1 post.

MATHEMATICS with PHYSICS: 1 post.

BIOLOGY: 1 post.

BIOLOGY with CHEMISTRY: 1 post.

HISTORY: Head of Department.

GEOGRAPHY: 2 posts of which one will be Head of Department.

HISTORY with BOYS' PE: 1 post.

PHYSICAL EDUCATION (Boys): 1 post.

PHYSICAL EDUCATION (Girls): 1 post with an interest in Modern Dance.

ART and CRAFT: 2 posts, one of which will be Head of Department.

Junior Department

6 CLASS TEACHERS.
1 TEFL (Junior Range) teacher.
1 MUSIC SPECIALIST.

Infant Department

1 CLASS TEACHER (Top Infants).
1 MUSIC SPECIALIST.

TERMS

A one-year contract (renewable) beginning September 1st, 1977. Tax-free salary in the range £3,850-£5,000 per annum (at current exchange rates) according to qualifications and experience. Gratuity on completion of service. Free furnished air-conditioned accommodation. Economy class return air passages London/Kuwait/London. Interviews in London, April 20th-29th, 1977. For further information and application form apply, with brief curriculum vitae, to the Headmaster.

THE ASSOCIATED EXAMINING BOARD

STATISTICS OFFICER

Applications are invited for the post of Statistics Officer in the Statistics Department of the Research and Statistics Division at the Board's offices in Aldershot, Hampshire. The Department is concerned primarily with the compilation of data relating to GCE examinations, the preparation of these data for publication and the provision of statistical services generally within the Board. The Statistics Officer, as Head of the Department, is responsible to the Director of Research who is Head of the Division.

Applicants should be graduates in Mathematics or Statistics and have a sound knowledge of computing techniques. Experience in the application of statistical techniques in the field of education would be advantageous.

This appointment will be on a salary scale of £4,811 x seven annual increments to £6,239 per annum, i.e. aligned with the Association of University Teachers' scale points 8 to 15. The starting point on the scale will depend on age, qualifications and experience.

Further information, together with an application form, may be obtained from **The Personnel & Services Manager, The Associated Examining Board, Wellington House, Station Road, Aldershot, Hampshire GU11 1BQ, to whom completed forms of application must be returned not later than Friday, 4th March, 1977.**

Commonwealth Secretariat

Vacancy for

EDUCATION OFFICER

in the Education Division of the Commonwealth Secretariat, London

Applications are invited for the post of Education Officer in the Education Division. In terms of emolument, the post is comparable to that of a university lecturer working in London.

Qualifications and Experience

The candidate should have a good university degree and postgraduate teaching qualification with adequate teaching experience. Some expertise and experience in the field of educational administration and/or curriculum development would be particularly relevant and desirable. Working experience in a developing Commonwealth country would be an advantage.

Job Description

The successful candidate will be expected to work as a member of a professional team in promoting cooperation in the field of education among Commonwealth countries. The work will involve organizing conferences, seminars, workshops and training courses. A substantial amount of travelling within the Commonwealth may be necessary. Among other duties will be the preparation of reports or studies for publication, assisting in monitoring trends and developments in education and the planning of projects and activities.

The selected candidate would be appointed initially for a three years contract.

Applications giving full details of qualifications and experience, and the names of three referees, should be sent by March 8, 1977, to:

Administration Officer (Personnel), Commonwealth Secretariat,

MARLBOROUGH HOUSE · PALL MALL · LONDON SW1Y 5HX

Telephone: 01-839 3411

Royal Borough of Kingston upon Thames

Director of Education Services

c.£11,000

The Council has decided to replace its present structure of top management by a compact team consisting of a Chief Executive and four Directors.

Applications are now invited for the post of Director of Education Services who will have overall planning and co-ordinating responsibility for the present Education, and Libraries and Museums Departments plus Recreation and other leisure time activities in due course.

As well as possessing appropriate qualifications, candidates (male or female) will be expected to have a successful record in organisation and man management and be able to bring considerable initiative to their work.

Further information and an application form may be obtained from: The Chief Executive, Guildhall, Kingston upon Thames, Surrey KT1 1EU. Tel: 01-546 2121 Ext. 10.

Closing date: 9th March, 1977.

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ADMINISTRATION
Local Education Authority continued

SOLIHULL
(Metropolitan Borough of)
TEMPORARY CAREERS OFFICER A.P. Grade ... (£2,922 to £3,207) plus £312 supplement.
A temporary appointment in the Education Department for a qualified CAREERS OFFICER to advise pupils of all abilities on careers and further education opportunities and to introduce young people to prospective employers. The appointment is until 30th August, 1977, when the position will be reviewed.
Application forms, etc., from Town Clerk, P.O. Box 18, Council House, Solihull, West Midlands (Tel. 021-705 6789, Ext. 311). Closing date 4th March 1977.

SOMERSET
EDUCATION AND CULTURAL SERVICES COMMITTEE
CAREERS SERVICE
FROME AREA OFFICE
CAREERS OFFICER required. Grade A.P. 3/4. Salary scale £3,234 to £4,014 per annum.
Candidates should have had appropriate careers training and be suitably qualified.
Application forms and further details available from the Chief Education Officer, Staffing (NT) Section, County Hall, Taunton, Somerset.
Closing date 2nd March 1977.

SOUTH GLAMORGAN
(County of)
CAREERS OFFICER
£2,853 to £3,174 plus £312 (qualified).
£2,520 to £3,000 plus £312 (experience).
Applications are invited from qualified and/or experienced careers officers for this post based in Cardiff. The person appointed will be required to give careers advice in the city's comprehensive schools.
Application forms, returnable by 28th February, 1977, are available from the Personnel Officer, 5th Floor, County Headquarters, Newport Road, Cardiff.

SUNDERLAND
(Borough of)
EDUCATION DEPARTMENT
CAREERS SERVICE
CAREERS OFFICER
(£2,172 to £3,011)
(The minimum commencing salary for a qualified officer is £2,811.)
Applicants, if not qualified Careers Officers, should be graduates or trained teachers, or have the qualifications necessary to take the examination for the Diploma in Careers Guidance.
If not professionally qualified, the successful applicant will be required to attend a course of training.
Application forms obtainable from the Careers Office, 15 John Street, Sunderland, SR1 1HT, should be returned to the Director of Education at the address shown below by 25th February 1977.
[illegible] Town Hall and Civic Centre, Sunderland SR2 7DN.

General

AGE CONCERN
GREATER LONDON
TRAINING OFFICER
Required for organisation concerned with the needs and opportunities of the elderly in Greater London. The post has scope for initiative and experiment and involves:
Identification of training needs.
Co-operation with local Age Concern (Old People's Welfare) groups, health and social services, and other voluntary organisations.
Organising courses and conferences for those working with the elderly and those who have retired.
Providing training resource material.
Involvement in current training trends in work with the elderly, e.g. CSS.
Salary within scale £4,113 to £4,842. Further details and application form from the Organising Secretary, Age Concern Greater London, 54 Knatchbull Road, London SE5 9QY (Tel. 01-737 3456).
Closing date for applications March 7.

BURY ST. EDMUNDS
EAST ANGLIAN REGIONAL ADVISORY COUNCIL FOR FURTHER EDUCATION
DEPUTY SECRETARY
Applications are invited from GRADUATES with experience preferably in both Further Education and administration for the full-time post of Deputy Secretary of the above Council, whose offices will be located in Bury St. Edmunds.
Salary: £6,651-£7,236.
Starting Date: 1st May, 1977 or as soon as possible thereafter.
Further particulars and application forms may be obtained on receipt of a stamped addressed envelope from Secretary Designate, East Anglian Regional Advisory Council for Further Education, County Hall, Norwich, NR1 2DL.
Applications must be received by 11th March, 1977.

KENT
HOLMEWOOD HOUSE SCHOOL, Langton Green, Tunbridge Wells, Kent TN3 0EB.
SCHOOL BURSAR
Applications are invited for the post of BURSAR at Holmewood House Preparatory School (I.A.P.S. 310 boys). Good accountancy and administration are needed.
Salary in the range of Grade 802 Officers of N.A.L.G.O.
Curriculum vitae with testimonials and names and addresses of two referees to be sent to the undermentioned from whom further particulars can be obtained.
The Chairman, Holmewood House School, Langton Green, Tunbridge Wells, Kent, TN3 0EB.

LEICESTERSHIRE
LOUGHBOROUGH UNIVERSITY OF TECHNOLOGY
CHIEF CAREERS ADVISER
Applications are invited for the post of Chief Careers Adviser in the University's Advisory Service. Careers and welfare services are in the course of reorganisation, and the post will carry considerable responsibility within the new structure.
Candidates should preferably be graduates with considerable experience in careers advisory training or counselling fields and of industry. Knowledge of the engineering and technical spectrum of careers would be preferred but is not essential.
Salary within scale £6,445 to £7,661.
Postcard requests for application forms and further details to Paul Johnson, Establishment Officer (ref. 77/8/AD).

CALOUSTE GULBENKIAN FOUNDATION
U.K. & Commonwealth Branch

Assistant Director (Arts)

Applications are invited for the post of Assistant Director (Arts) at the Foundation's London headquarters in succession to Anthony Wraight, recently appointed Drama Director of the Scottish Arts Council. The post involves administering an important programme primarily to assist the arts outside London including individual awards to artists, the arts in education and community arts. The successful applicant will probably be in his or her middle or late thirties with practical experience in at least one of the above fields and proven administrative ability including the drafting of papers for committees.

Salary is commensurate with the responsibility.

Applications including full curriculum vitae should reach Peter Brinson, Director of the Branch, at 98 Portland Place, London W1N 4ET, by not later than 21st March, 1977.

Islington Parks & Recreation

FINSBURY LEISURE CENTRE, EC1

LEISURE CENTRE OFFICER/SUPERVISOR

AP2, £3,276 to £3,600 (inclusive) plus Shift Allowance (12½ per cent)—enhanced rates for weekend and overtime as appropriate.

Applications are invited for the above position. The successful candidate will be required to play a key role in the operation of the Centre as a member of the management team. He/she will work on a rota as Duty Officer and will be responsible for the smooth running and operation of the Centre during his/her tour of duty.

The job entails supervision of staff, organization and control of recreation and leisure activities, basic administration and an ability to understand and help meet the requirements of the community.

Qualifications required: enthusiasm, initiative, common sense and determination. Coaching qualifications or previous experience in Recreation or Catering would be advantageous.

Application forms from the Parks and Recreation Manager, 345 Holloway Road, London N7 0RS (telephone 01-607 7331, extension 67), returnable by Monday, March 7, 1977.

Appointment of

PRINCIPAL

£7,250-£8,250

THE BRITISH SCHOOL OF OSTEOPATHY

Applications are invited from graduates with experience in further education for the challenging position of Principal of the British School of Osteopathy which is currently celebrating its diamond jubilee and is thus the oldest school of osteopathy outside the United States of America. The school is housed in a historic Queen Anne house facing St. James Park, London.

The post provides considerable scope for the introduction of new educational techniques and the development of osteopathic education. Approximately 90 students are under instruction in basic medical sciences and the manual skills of osteopathic diagnosis and treatment. An outpatient clinic where treatment is given to over 400 patients each week provides the basis for clinical instruction in the four-year course. Duties will include those normally handled by a registrar in a larger institution.

A contributory pension scheme will operate.

Further details and application forms are obtainable from: The Secretary, The British School of Osteopathy, 16 Buckingham Gate, London SW1E 6LB, to whom applications should be submitted before March 11, 1977.

Thomas Nelson & Sons Limited

Test Development Officer

Within our Department of Measurement and Guidance we have a unique opportunity for a young teacher or educational psychologist (preferred age 24 to 28). An interest in educational assessment is essential and a mathematical or statistical background would be an advantage.

The person appointed will assist initially in the development of new tests by controlling the administration of validation and standardization procedures and will subsequently be involved in the editorial work necessary before publication. A further development will be the promotion of all our test material to the educational market in the UK.

A good salary and other fringe benefits will be offered together with excellent career prospects in a rapidly expanding field. Suitable applicants will be expected to live near our offices in Sunbury on Thames.

Please send written applications with full curriculum vitae to the Home Marketing Director, Thomas Nelson and Sons Limited, Lincoln Way, Windmill Road, Sunbury on Thames, Middlesex.

ADMINISTRATION
General continued

POWYS
BRECON BEACONS NATIONAL PARK
NATIONAL PARK STUDY CENTRE
Applications are invited for the residential post of SUPERVISOR of this centre at Danywenallt, Talybont-on-Usk, Brecon, Powys. Salary AP 2-3 (£2,529-£3,282) plus £312 supplement.
Application form and full details from National Park Officer, 7 Glamorgan Street, Brecon, Powys. Tel. 2511.
Applications to be received by 4th March, 1977.

Child Care

HERTFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
BOXMOOR HOUSE SCHOOL, Box Lane, Hemel Hempstead
Qualified HOUSEPARENT, holding Child Care Certificate or equivalent qualification required at this boarding school for emotionally disturbed children, between the ages of 10 to 16 years. Post involves working as a member of a team concerned with all aspects of child's life.
Salary £1,701 to £2,859 plus £312 Annual Supplement plus £150 for qualification.
Further details and application form from the Headmaster, Mr. H. A. Carrington (telephone Hemel Hempstead 56433).

OXFORDSHIRE
BESSELS LEIGH SCHOOL, Near Abingdon
Required for Summer Term 1977 a resident CHILD CARE WORKER for this Special School for 40 senior maladjusted boys. This is a child-centred school and applicants with Social Work qualifications preferred, but non-qualified applicants will be considered. Experience of working with psychiatrist would provide valuable experience in social work career.
The School is situated 5 miles from Oxford, is well equipped and has a lively teaching programme, with C.S.E. courses. Salary N.J.C. Scale 3.
Details from the Principal. Tel: Cumnor (Oxford) (0865) 390436.

SOUTH DEVON
LUPTON HOUSE SCHOOLS
The following additional staff are required—
LUPTON HOUSE SCHOOL, Churston Ferrers, near Brixham
Recognised by the D.E.S. catering for 40 maladjusted boys aged 12 to 16 years.
HOUSEMASTER and HOUSEMOTHER.
Single or Joint Resident appointments (self-contained 3 bedroom flat in the school). Twelve weeks' holiday. Salary £2,500 to £3,800, depending on qualifications and experience.
Further details and application forms, Principal, Lupton House Schools, Sandford Orleigh, Newton Abbot.

Examiners

THE ASSOCIATED EXAMINING BOARD
FOR THE GENERAL CERTIFICATE OF EDUCATION
Wellington House, Aldershot, Hampshire GU11 1BQ
Applications are invited for the posts of CHIEF EXAMINER and MODERATOR for the new syllabus in GRAPHIC COMMUNICATION at Advanced level which is being introduced by the Board for examination in 1978 and subsequently.
This new syllabus, with an up-to-date form of examination, will require a thorough working knowledge of technical graphics, an interest in new forms of examining and experience in the engineering and building topics covered by the syllabus. It is expected that applicants for the post will have at least five years' appropriate teaching experience, and some experience of public examining is also desirable.
Further information concerning the syllabus and appointments can be obtained from the Secretary (A2) at the Board's offices.

ASSOCIATED LANCASHIRE SCHOOLS EXAMINING BOARD
(Certificate of Secondary Education)
Applications are invited for the following posts:
CHIEF EXAMINER FOR COMPUTER STUDIES
MODERATORS in all subjects, but especially in the SCIENCES.
For the above appointments preference will be given to candidates living in or near N.W. England.
Application forms and further details will be sent, on receipt of a stamped, addressed envelope, from the Secretary, Associated Lancashire Schools Examining Board, 77 Whitworth Street, Manchester M1 6HA.

CARDIFF
WELSH JOINT EDUCATION COMMITTEE
CYD-BWYLLGOR ADDYSG CYMRU
APPOINTMENT OF EXAMINERS
Applications are invited from practising TEACHERS (including, in the case of the CSE examination, teachers serving in schools in Wales), and from other persons with recent experience of teaching, for the following appointments:
GENERAL CERTIFICATE OF EDUCATION
ORDINARY LEVEL
Assistant EXAMINERS in ENGLISH LANGUAGE, ENGLISH LITERATURE, GEOGRAPHY, GEOLOGY (1977).
Applications are invited in other subjects and these will be placed in a bank and considered as vacancies occur.
CERTIFICATE OF SECONDARY EDUCATION
Assistant EXAMINERS in AUTOMOBILE MECHANICS, BIOLOGY, ENGLISH, GEOLOGY, HUMAN BIOLOGY, CRAFT and DESIGN—METAL, CRAFT PRACTICE, CRAFT and DESIGN—WOOD, WOOD TRADES, SHORTHAND, TYPEWRITING (1977).
Further particulars and application forms (to be returned by February 28, 1977) may be obtained from D. Andrew Davies, Secretary, Welsh Joint Education Committee, 245 Western Avenue, Cardiff CF5 2YX. A stamped addressed envelope must be enclosed and the outer envelope should be endorsed "Examinations".

LONDON
THE UNIVERSITY
UNIVERSITY ENTRANCE AND SCHOOL EXAMINATIONS COUNCIL
GENERAL CERTIFICATE OF EDUCATION EXAMINATION
The Council invites applications for appointment as CHIEF EXAMINER in "A" level CLASSICS in the G.C.E. examination as from June, 1979.
Applicants should be graduates between the ages of 25 and 63 with three years recent teaching experience. Experience in G.C.E. examining would be an advantage.
Application forms and particulars of remuneration, conditions of appointment and duties may be obtained from the Secretary to the University Entrance and School Examinations Council, University of London, 66-72 Gower Street, London WC1E 6EE, to whom completed forms should be returned not later than 12 March 1977. Applicants should enclose a self-addressed foolscap envelope.
Previous applicants for this post need not re-apply as their applications will be considered with new applicants.

METROPOLITAN REGIONAL EXAMINATIONS BOARD
Applications are invited for ADDITIONAL EXAMINER, ARITHMETIC (1978).
Application forms and further details should be requested by postcard from D. H. Hoard, M.A., Secretary to the Board, Lyon House, 104 Wandsworth High Street, London SW18 4LF to whom completed application forms should be returned not later than 1 April 1977.

METROPOLITAN REGIONAL EXAMINATIONS BOARD
Applications are invited for:
CHIEF EXAMINER MATHEMATICS B (1979)
Application forms and further details should be requested by postcard from D. H. Hoard, M.A., Secretary to the Board, Lyon House, 104 Wandsworth High Street, London SW18 4LF, to whom completed forms should be returned not later than 1st April, 1977.

METROPOLITAN REGIONAL EXAMINATIONS BOARD
Applications are invited for the following post:
THEATRE ARTS DRAMA (for the 1978 series)
Application forms and further details should be requested by postcard from D. H. Hoard, M.A., Secretary to the Board, Lyon House, 104 Wandsworth High Street, London SW18 4LF, to whom completed forms should be returned not later than 11 March, 1977.

NORTH REGIONAL EXAMINATIONS BOARD
for the Certificate of Secondary Education
Applications are invited for the following posts for the 1978 C.S.E. examinations:
CHIEF EXAMINERS
HUMAN BIOLOGY (estimated total fee* £230)
MUSIC (estimated total fee* £190)
RELIGIOUS STUDIES (Mode 1) (estimated total fee* £240)
TYPEWRITING (estimated total fee* £410)
PHYSICS WITH CHEMISTRY (estimated total fee* £210)
*A basic fee of £150 plus an addition based on the estimated number of candidates. Fees for script marking are also payable.
Forms of application and further particulars may be obtained from the Secretary to the Board, North Regional Examinations Board, Wheatfield Road, Westerhope, Newcastle upon Tyne, NE5 5JZ (Telephone: 0632 862711).
The closing date for receipt of applications is 11 March, 1977.

UNIVERSITY OF LONDON
UNIVERSITY ENTRANCE AND SCHOOL EXAMINATIONS COUNCIL
GENERAL CERTIFICATE OF EDUCATION EXAMINATION
The Council invites applications for appointment as CHIEF EXAMINER in Advanced level MATHEMATICS in the G.C.E. examination as from June, 1979.
Applicants should be graduates between the ages of 25 and 63 with three years recent teaching experience. Experience in G.C.E. examining would be an advantage.
Application forms and particulars of remuneration, conditions of appointment and duties may be obtained from the Secretary to the University Entrance and School Examinations Council, University of London, 66-72 Gower Street, London WC1E 6EE, to whom completed forms should be returned not later than 19 March 1977. Applicants should enclose a self-addressed foolscap envelope.

Ancillary Services

SANDWELL
(Metropolitan Borough of)
DEPARTMENT OF EDUCATION
Applications are invited for the post of RESIDENTIAL HOUSEPARENT at Whittington Grange Residential School, Burton Road, Whittington, Near Lichfield, Staffs WS14 9NU.
The School caters for maladjusted boys of secondary age. Salary will be in accordance with the R.C.C.O. scales of salary range 3 (£2,364 to £2,853 plus £312 salary supplement). Commencing salary will be in accordance with age, qualifications and experience.
Accommodation is available for one or two persons at a current rate of £260 per year.
Applicants may visit the school by arrangement with the Head Teacher, Mr. B. W. Hogan, telephone: Whittington 432496.
Application forms and further particulars may be obtained from the Director of Education, P.O. Box 41, Highfields, West Bromwich, West Midlands B70 8RD.

Miscellaneous

EAST HAM
(Parish of)
MULTI-RACIAL PLAYGROUP
A COORDINATOR/ENGLISH LANGUAGE TRAINER is required to set up classes in English language training for Asian mothers whose children are in newly established playgroup in East Ham. The work will also involve encouraging Asian women to assist in running the playgroup and working closely with the playgroup leader to develop types of play which will encourage language training. Opportunities exist for advisory role with other playgroups.
Applicants should preferably speak one (or more) common Asian language with experience of teaching English as a foreign language. Salary £3,300. Appointment initially for one year only. Please write, giving full curriculum vitae to Stephen Lowe, The Rectory, Navarre Road, London E6.

LONDON
INNER LONDON EDUCATION AUTHORITY
CENTRAL SCHOOL OF ART AND DESIGN
Southampton Row, London WC1B 4AP
PAINTING TECHNICIAN Grade 5, two days a week, term time only. University degree, or equivalent, and 4-5 years relevant experience (inclusive of graduate education) required.
Salary Scale: pro rata £3,156 to £3,762 plus £460 London Weighting plus individual earning supplement in accordance with the Government's Income Policy.
Further particulars and application form available from the Senior Administrative Officer of the School. The application forms are returnable within 14 days of the appearance of this advertisement.

Research Assistant

AP4 or 5 or SO1: £3,366-£3,702 or £3,825-£4,095 or £4,239-£4,545 plus £312 p.a. supplement

We are looking for suitably qualified candidates, preferably with previous statistical experience, for this post in the Forward Planning Unit of the Education Department. Duties of the Research Assistant will be those associated with the provision and maintenance of a body of statistical and other information, the development of new techniques for assessing educational needs and trends, and the monitoring of changes in the Education Service. The successful candidate should be capable of working without detailed supervision and good standards of numeracy and literacy are needed. The person appointed will work in a small section of four people whose work covers a very wide range of activities. He/she will be expected to fit in as a member of the team which will from time to time include some involvement in administrative aspects of the section's work.

Application forms and further particulars from the Director of Education, Council Offices, Earl Street, Coventry, CV1 5RS. Tel. 25555 Ext. 2292. Returnable by 28th February, 1977.

coventry

PRIMARY SCHOOLS EDITOR

Longman Group require an Editor to work on their Primary list, which is an established and successful one, including the Breakthrough to Literacy project. The duties will involve dealing with authors, production, design and sales promotion staff in the preparation of new publications.

Candidates should either possess a degree or a teaching qualification, with, ideally, some practical knowledge of teaching in infant or junior classes or editing primary school material. More important than qualifications is the genuine desire to provide stimulating and useful material to young children for use at home and at school.

Generous re-location expenses, and a season ticket loan scheme feature among the attractive staff benefits offered.

For an application form and further details please telephone or write to:

**Mrs. S. Etherington,
Personnel Officer,
Longman Group Limited,
Longman House,
Burnt Mill,
Harlow, Essex.
Tel: Harlow (0279) 26721**

Longman

TURNERS COURT

Benson, Oxford, OX9 8QJ.

SENIOR RESIDENTIAL SOCIAL WORKER

and

RESIDENTIAL SOCIAL WORKERS

Turners Court, a voluntary establishment providing social, educational and vocational training for adolescent boys (15-18 years), is about to embark on a further stage of a redevelopment programme by opening further small living units. As a result vacancies exist for residential staff. Only suitably qualified and experienced applicants will be considered for the senior post.

The successful candidate will be expected to lead a staff team, conduct reviews and work closely with referring authorities. Salary scale according to age, qualification and experience.

Good married and single accommodation available. Pension scheme.

For informal discussion or arrangement to visit, please contact Mike Cornfield, Assistant Principal, Social Work.

Apply: Principal, Turners Court, Benson, Oxford. Tel. Wallingford 39571.

Senior Educational Psychologist

£6,489-£7,113 + £312 p.a. supplement

Appropriately qualified and experienced candidates are invited to apply for the post of Senior Educational Psychologist which has occurred in a well-established Schools Psychological Service. The team operates from new premises and works closely with schools, consultant Children's Psychiatrist and social workers attached to the Child Guidance Centre. As far as possible opportunities will be offered for the successful candidate to work in areas of his/her particular interest.

Application forms and further particulars from the Director of Education, Council Offices, Earl Street, Coventry, CV1 5RS. Tel. 25555 Ext. 2292. Returnable by 28th February, 1977.

coventry

Oxford University Press

OUP are expanding their educational marketing force and seek two additional experienced staff.

Marketing Manager, Schools and Further Education

Responsible for managing the schools educational representatives and promotion team and for maximizing sales in the U.K. and Overseas; will also participate in planning the expansion of an already highly successful list.

Applicants should have appreciable educational sales or marketing experience and a keen sense of commercial values and promotional priorities.

Salary by negotiation from £4500 per annum plus a car.

UK Marketing Representative, English Language Teaching

A new post involving visits to educational establishments, presenting to teachers and exhibiting a large established ELT list and a rapidly growing range of new materials.

Applicants should have a good knowledge of the ELT field and preferably experience of teaching English as a foreign language. The post entails considerable travelling and demands marked communicative abilities.

Salary by negotiation from £3750 per annum plus a car.

Applications for both posts, with c.v. and names of two referees, should be sent to Personnel Department, C. R. Bourne, Oxford University Press, Walton Street, Oxford OX2 6DP, by Monday 28 February.

MISCELLANEOUS Appointments continued

NEWHAM
(London Borough of)
Applications are invited from qualified and experienced TEACHERS who may be available for Daily Rate Supply work to cover for sickness or other emergencies in Special, Primary and Secondary Schools.
Candidates should be prepared to make themselves available for call at short notice.
Salary would be paid at the rate of 1/200th per day of the annual salary (Scale 1) to which the teacher would be entitled if employed full-time and would be calculated in accordance with the provisions of the scale of salaries for teachers (Burnham Scales), including London and any Special Allowances being paid at the time of the employment.
Newham is situated on the Eastern borders of London and all our schools are close to bus routes, British Railway (Eastern Region), Central Line and District Line stations.
Application forms may be obtained from the undersigned and should be returned immediately.
J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford, E15 4BH.

BRADFORD (City of)
METROPOLITAN COUNCIL
EDUCATION DIVISION
YOUTH AND COMMUNITY
ADVENTURE PLAYGROUND
LEADER
Qualified: £3,496 to £3,808 plus £312 per annum supplement. Unqualified: £1,989 to £2,315 plus £312 per annum supplement.
A full-time Adventure Playground Leader is required whose main duties will be the leadership of the MAIN MILL MCMILLAN ADVENTURE PLAYGROUND Neale Square, Bradford.
Preference will be given to applicants who have had experience of this type of work and/or other work involving the recreational and creative activities of children and young people.
Further information and application forms from the Staffing and Training Unit, Directorate of Educational Services, Fourth Floor, Provincial House, Tyrrel Street, Bradford BD1 1NP.
Reference EA.827(i) YC/TSB

LANGUAGES IN COMMERCE AND INDUSTRY
A London-based organization providing a comprehensive range of English (E.F.L.) and foreign language courses, translating, interpreting and allied language services, for all branches of industry and commerce, seeks people throughout the U.K. with experience of language work and industry/commerce who could act as agents, negotiate with organisations and co-ordinate such services in their regions.
Kindly send full particulars of experience to Box TES 2657, The Times, WC1X 8EZ.

UNITED REFORMED CHURCH
SECRETARY for Communication as a team-member in the World Church and Mission Department, with special responsibility for the production of material on the world church, for use of local churches in this country.
Experience of teaching and/or journalism necessary.
Applications close 28th February, 1977. Inquiries to General Secretary, URC, 86 Tavistock Place, London WC1H 9RT.

VACATION POSTS
TEACHERS in training and Drama students (20 plus) with lively personalities required as social assistants on Holiday Courses for young foreign students in the following centres 3-4 weeks July and August. Abingdon, Bexhill, Felixstowe, Lincoln, Sevenoaks, Tonbridge, Tunbridge Wells, Worcester.
Apply ASAC, 28a York Street, London W1H 1FE. (01) 935 8743/4.

WILTSHIRE
EDUCATION COMMITTEE
PERIPATETIC INSTRUMENTAL MUSIC STAFF
(Re-advertisement)
Required as soon as possible, full-time CELLO and DOUBLE BASS TEACHER/PERFORMER.
Salary Burnham Scale 1 for Qualified Teacher. The person appointed will be based in Swindon.
Car Allowance payable.
Application form and further details (stamped addressed envelope) from Education Department, Wyvern House, Theatre Square, Swindon, Wiltshire.

LONDON
PRINCIPAL sought for BRITISH SCHOOL of OSTEOPATHY.
See display advert under ADMIN. GEN.

ACTOR/ACTRESS.—" Free Form " Arts Trust requires two team members for its Roadshow, from mid-April. One of these should have strong musical skills. Programme content will range from street-theatre to social documentary material. Curriculum vitae, plus photograph if possible, to Rod Brookes, " Free Form ", 38 Dalston Lane Hackney, London, E.8.

EDITORIAL ASSISTANT needed now to prepare and edit English language teaching materials (reading, language training background useful. V.S.O.? Typing and organizing ability essential, literary negotiation.—Send detailed curriculum vitae with telephone number to Graham Till, Linguaphone Institute, 209 Gunnersbury Road, London SW7 4HS.

UNEMPLOYED science graduate or teacher required for part-time editorial work with new course material on alternative technological futures.—Write Box TES 2655, The Times, WC1X 8EZ.

Outdoor Education

CAMBRIDGESHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAFHAM WATER RESIDENTIAL CENTRE
CANOEING INSTRUCTOR
The successful applicant will not only be required to instruct canoeing but also to help with the maintenance of canoes, sailing dinghies and associated equipment.
The appointment is from 4th April 1977 to 30th October 1977. B.C.U. Senior Instructor Award (Inland) or equivalent experience is desirable. A current driving licence should be held.
Salary: £31 per week increasing to £33.50 from 1st July 1977. Free board and accommodation.
Application forms and further particulars available from the Warden, Grafham Water Residential Centre, West Perry, Huntingdon, Cambs. PE18 0BX. Closing date: Friday, 11th March 1977.

GWYNEDD
PLAS Y BRENIN ANTUR, M.A.Y.C. OUTDOOR EDUCATION CENTRE, Fairbourne, Gwynedd
Telephone 383
Readvertisement
Temporary INSTRUCTORS required for long and short term appointments. While interests with ability to specialize M.T.C. desirable, though not essential.
Send stamped addressed envelope for details, from Warden. Previous applicants need not re-apply.

HAMPSHIRE
WATERFRONT DIRECTOR to take charge of CANOEING, SWIMMING, EXPEDITION-CAMPING and general water activities, excluding the sailing department which operates from a separate base. B.C.U. SENIOR INSTRUCTOR (minimum qualification) with tidal-water and canoe-building experience.
100 canoes, well-equipped boathouse with workshop. Canoeing on tidal river and lake with simple white-water facilities. Must be interested in people.
Accommodation available. YMCA Salary Scale 1 (£2,402 to £3,306 plus £312).
Applications to the Director, YMCA National Centre, Fairthorne Manor, Curdridge, Southampton SO3 2GH. (Closing date February 28, 1977.)

KENT
INSTRUCTIONAL STAFF required—Instructor qualified in two or more of climbing, skiing, canoeing, small requirement) sailing at National level, with teaching experience at Centres. Capable of becoming a member of a professional team.
Previous applicants need not re-apply.
Application forms and details from Secretary, Bowles Outdoor Pursuits Centre, Eridge, nr. Tunbridge Wells, Kent.

KENT
OUTDOOR PURSUITS CENTRE DIRECTOR
To be appointed June/July. To be fully responsible for administration, financial control etc. Able to instruct all of: rock climbing, ski-ing, canoeing, sailing, orienteering and all ancillary aspects. Should hold National Awards of some or all Governing Bodies.
3 bedroomed unfurnished house provided free of rent. Salary Burnham Scale for Deputy Head Teachers Scale 7 according to experience. Interviews February.
Application forms and details from Secretary, Bowles Outdoor Pursuits Centre, Eridge, Nr. Tunbridge Wells, Kent.

OUTDOOR PURSUITS, GENERAL EDUCATION, FIELD STUDIES
11th to 18th June and first two weeks in May, for groups, on the shores of Lake Windermere. Instruction available: variety of accommodation.
Apply: G. John Naylor, Y.M.C.A. National Centre, Lakeside, Ulverston, Cumbria LA12 8BD. Tel.: Newby Bridge (05395) 353.

ROSS-ON-WYE
TAN TROED OUTDOOR PURSUITS CENTRE
Sailing, Canoeing, Pony Trekking, Caving, Hillwalking, Archery. Holidays and courses for Junior Schools, Secondary Schools and the individual.
Brochure: PGL Outdoor Activities, 6 Station Street, Ross-on-Wye HR9 7AH. Telephone (0989) 4211 7 evening and weekends. Much Marcle (053184) 609.

English as a Foreign Language

ANGLOSCHOOL
Recognised as Efficient by the Department of Education and Science
Invites applications from TEACHERS of ENGLISH as a FOREIGN LANGUAGE for the following positions:
TEMPORARY FULL- and PART-TIME TEACHERS for summer courses starting on July 4, 1977
(I) 12 weeks part-time
(II) 8 weeks full-time
(III) 8 weeks part-time
An application form and comprehensive information about the school will be sent on request.
Telephone 01-653 7285
146 Church Road, London SE19 2NT.

THE BELL EDUCATIONAL TRUST
urgently requires teachers/writers in ENGLISH FOR SPECIAL PURPOSES department and teachers in TEACHER TRAINING and GENERAL ENGLISH departments. Degree and Dip. TEFL or equivalent essential.
Salaries in range £2,675-£3,680 (under review). Twelve weeks holiday.
Write to Director of Studies, The Old House, Church Lane, Eaton, Norwich NR4 6NW.

BOURNEMOUTH
INTERNATIONAL HOLIDAY COURSES
JULY AUGUST
Qualified TEACHERS required for teaching ENGLISH to foreign students attending summer courses in London, Cambridge and Torquay.
Some residential places available in Oxford and London, but preference given to teachers living locally.
JUNIOR INTERNATIONAL HOLIDAY COURSES
JULY AUGUST
TEACHERS as above required for our junior centres at Reading and Exeter. Vacancies for both resident and non-resident staff.
SUPERVISORS.—Places also exist at Reading and Exeter for qualified teachers or teacher training students to take day to day charge of groups of children. These positions are residential.
For a job description and application form, please apply in writing to Mr. G. Hemsley, Anglo-World Education Ltd., 37-43 Oxford Road, Bournemouth BH8 8EY.

CALDERDALE
(Metropolitan Borough of)
EDUCATION DEPARTMENT
PROJECT LEADER
(Lecturer II)
IN-COMPANY LANGUAGE TRAINING FOR INDUSTRY
To lead a team of teachers and work closely with other Project Leaders in West Yorkshire in the development of materials and courses for language training appropriate to the needs of local industries employing non-native speakers of English in their workforce.
A background which includes teaching English as a second language is essential, and experience in one or more of the following areas would be helpful—personnel work : industrial training : race relations.
Further details and application forms available on receipt of a stamped addressed envelope from the Chief Education Officer, Alexandra Buildings, King Edward Street, Halifax HX1 1UR.

E.F.L. TEACHERS
Required for residential positions during July and/or August, 1977. Applicants should be lively, imaginative and enthusiastic about teaching English to foreign students. Centres, for juniors and seniors are situated in London and Southern England. A degree or teaching certificate essential. All selected applicants will be required to participate in a full after-class programme of sporting, cultural and social events. Good salary plus board and lodging offered. Interview in London. Write with full curriculum vitae to: Regent School of English, 8 Blenheim Street, London W.1.

EFL TEACHERS
If possible resident in the following areas are required as Tutors at Foreign Students' Junior Holiday Courses 3 to 4 weeks July and August. Age range 11 to 18.
Abingdon, Bexhill, Felixstowe, Lincoln, Sevenoaks, Tonbridge, Tunbridge Wells, Worcester.
Senior Posts with special responsibilities for co-ordinating courses at Bexhill and Tunbridge Wells are available for experienced applicants.
Apply ASAC, 28a York Street, London W1H 1FE. (01) 935 8743/4.

E.F.L. TEACHERS
Applications are invited for two full-time posts available from Easter.
Applicants should have a T.E.F.L. qualification or at least one year's teaching experience.
Send curriculum vitae to The Principal, Sherbourne House School of English, 17 Burlington Place, Eastbourne, E. Sussex.

EPSOM
TEACHERS, permanent and temporary are required immediately and for the summer. Successful candidates are likely to be graduates with a T.E.F.L. qualification, and at least two years' experience in T.E.F.L.
Telephone Epsom 27064.

KENT
Recognised English Language School requires an experienced DIRECTOR of STUDIES for Foreign teachers training course held at Kent University, Canterbury during July and August (6 weeks total).
The course will concentrate on giving practical advice to foreign teachers of English. Excellent conditions for right person.
Write Director of Studies, Concorde International, Virginia House, 12 St. Thomas Hill, Canterbury.

LONDON
E.F.L. posts in recognized school. Minimum qualifications good degree plus III Diploma or RSA TEFL. An excellent opportunity for teachers who plan to stay in the field.
Good prospects and conditions.
Please write or telephone Administrative Director, Academy International, 227 Kensington High Street, London W.8 6SA. Telephone 01-937 6445 or 01-937 7662.

NORWICH
PRINCIPAL required for new School of English (non-residential) in centre of Norwich. School to open in mid-summer, 1977, but appointment to be taken up not later than mid-April, 1977.
Some of courses offered will be English for special purposes (science, commerce, etc.) "O" and pre-"A" levels and experience of course planning in this field is an important consideration. Student numbers, June to December, 1977, unlikely to exceed 70 to 80 but school has capacity for full-time student body of over 300.
Initial salary £5,000 per annum with eight weeks annual holiday. Teachers' superannuation (Burnham). Interviews in Norwich or London.
Applications (in writing only) to Joint Managing Directors, E.T.C. School of English, Crusader House, 40 Prince of Wales Road, Norwich NR1 1LL.

NORWICH
THE BELL SCHOOL OF LANGUAGES
Bowthorpe Hall
Earlham Green Lane, Norwich NR5 9AA
Applications are invited from qualified and experienced E.F.L. TEACHERS for teaching posts in Norwich and other centres in General English, English for Special Purposes and in the Teacher Training Centre between July and September, 1977. Possibility of permanent positions from October.
Inquiries to the Principal.

SUMMER TEACHING
Really dynamic TEACHERS with experience of teaching ENGLISH to foreign students required London and Cambridge, July and August.
Applications detailing qualifications and experience to Bruce Carter, Director of Summer Schools, The Pitman School of English, 46 Goodge Street, London W1P 2AQ.

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
The Borough is within easy access of Central London and bordered by Epping Forest. London addition to salary payable.
ENGLISH LANGUAGE SERVICE
Applicants must be successful primary experienced TEACHERS to join an established team of fifty teaching English as a second language to small groups in schools. Regular team meetings are held during the school day and opportunities exist for In-Service training.
Scale 2 posts available. Closing date March 4, 1977.
Application forms and further details obtainable on receipt of stamped addressed envelope from Chief Education Officer, Municipal Offices, High Road, Leyton, London E10 5QJ.

COURSE DIRECTOR and Assistant Director (Residential) required for E.F.L. Courses to be held at Brunel University during July and August. These posts require strong leadership and organizing abilities. The following qualifications are essential: a degree/teachers certificate and good E.F.L. experience. Interview Croydon.—Write enclosing curriculum vitae Euro-Academy, 77a George Street, Croydon CR0 1LD.

EFA School of English requires qualified teacher of English (E.F.L./T.E.F.L.) with experience in teaching foreigners to Cambridge 1st Certificate and/or Proficiency Examination levels. Temporary, full or part-time positions offered, commencing April and July.—Please apply in writing to: EFA Limited, 1, Market Street, Chapel Road, Worthing, Sussex.

EFL TEACHERS needed for part-time and full-time positions. Recognised qualifications and experience essential. Stanton School of English, Bayswater. Telephone 229 4265.

ENGLISH Language Teachers required for specialised university-level vacation courses March-April. Knowledge of German and an interest in life and institutions or literature desirable. Remuneration according to experience.—Please write giving details to Box TES 2653, The Times, WC1X 8EZ.

EXPERIENCED and Qualified Teachers required to join a team of E.F.L. specialists in the running of two Courses at Brunel University, July 2-30 and July 30-August 26. Most posts are residential but consideration will be given to applicants living within a 20 mile radius of Brunel. Candidates must be capable of teaching E.F.L. to adults of all levels, using modern methodology and techniques. Candidates for both Courses will be welcomed. Please send Curriculum Vitae to: Euro Academy Ltd., 77a George Street, Croydon CR0 1LD.

EXPERIENCED E.F.L. tutors wanted (London). Teaching and organising ability essential. Applicants should have a professional attitude towards their work, be able to work happily and constructively with colleagues, and within a developing system. They should also be able to demonstrate a continuing interest in the subject and be convinced of the practical relevance of recent developments in theory. A knowledge of applied linguistics, communicative approaches, etc., would be helpful: a sympathetic and responsive attitude is a prerequisite. Please submit curriculum vitae to Box TES 2650, The Times, WC1X 8EZ, in strictest confidence.

MORNING TUTORS after-class programme organisers required July/September for accredited Yorkshire summer school.—Box TES 2666, The Times, WC1X 8EZ.

QUALIFIED and/or experienced Teachers of EFL required (by BFA International Language Centres) at Harrogate and Cheltenham, during July/August. Varied, interesting teaching. Top rates.—Write or phone Director, B.I.L.C., 75 Valley Drive, Harrogate, N. Yorks. Tel. Harrogate 64676.

QUALIFIED young teachers with E.F.L. experience required for Euro-Academy Easter-Summer courses March-April-June-September — Windsor-London-Croydon-Oxford. Write enclosing Curriculum Vitae to Euro-Academy Ltd., 77a George Street, Croydon CR0 1LD.

STAFF needed for Swedish teachers courses in Scarborough, June 20th to August 20th. Applicants should have Dip.App.Ling. or similar Post Grad. qualification and experience of teaching TESL methods and language improvement to non-English teachers. Curriculum vitae and recent photograph, please, to K.S.E. Service Bureau, 6a Westborough, Scarborough, Yorkshire.

TEACHERS abroad required as recruiting agents for Oxford summer school — good commission.—Write Box TES 2652, The Times, WC1X 8EZ.

V.S.O. needs EFL TEACHERS to work overseas from September, 1977. See advertisement in ENGLISH Section.

Appointments Wanted

HEADMASTER 30 years experience in Direct, Comprehensive and Grammar School education (including TEFL to "O" and "A" levels, seeks permanent responsible and congenial post anywhere in the tropics.—Write Box TES 2657, The Times, WC1X 8EZ.

RESPONSIBLE MALE, 35 years, married, attending F.E. teaching course. Experience of teaching Metalwork, Tech. Drawing, Car Maintenance, Outdoor Pursuits CSE "O" level. Seeks permanent position. No teaching certificate. References available.—Write TES 2649, The Times, WC1X 8EZ.

SCHOOLMASTER, middle-aged, wide experience boarding schools, returning United Kingdom July after four years overseas in charge of Mathematics (Cambridge "O" level Syllabus C) in multinational day school, seeks post September. B.Sc. Teacher's Certificate.—Write Box TES 2663, The Times WC1X 8EZ.

Educational Courses

INTERNATIONAL HOUSE E.F.L. COURSE
28th March to 7th April
E.F.L. teachers' course for those intending to teach children or adults on short, intensive summer courses. Fee £45.
Apply: International Teacher Training Institute, 40 Shaftesbury Avenue, London W1V 8HJ.

LEICESTERSHIRE
LOUGHBOROUGH SUMMER SCHOOL, 1977
23rd July-13th August
offers
a wide range of intensive nine-day courses designed to meet the changing needs of primary and secondary schools:—
Curriculum development.
Role of senior staff.
Teaching the severely handicapped.
Practical courses in technical subjects.
Courses for science teachers.
Coaching courses in most sports.
Excellent facilities for physical education and technical subjects.
Residential accommodation in single study bedrooms.
Prospectus from the Director (SS 7), Loughborough College of Education, Loughborough, Leicestershire, LE11 3HN.

LONDON
CENTRAL SCHOOL OF SPEECH AND DRAMA ADVANCED COURSE
One Year of Speech Linguistic and Drama in Education studies for those trained or working in Drama, Theatre or English teaching. For teachers with at least five years' experience in schools or equivalent experience.
Details and application forms are available from: Registrar, Central School of Speech and Drama, Embassy Theatre, Eton Avenue, London NW3 3HY.

LONDON
BRITT EASTER SCHOOL
TEACHING TELEVISION
The Society for Education in Film and Television's annual week-long Easter School will this year focus attention on aspects of television and its place within British Society and will provide an introduction to methods of devising TV Studies courses.
Primarily intended for teachers in secondary and further education it will be held at Lancashire College of Adult Education from 5-12 April. Cost £55 including accommodation and tuition.
Further details available from the College, Southport Road, Chorley PR7 1NB.

LONDON
THE UNIVERSITY
INSTITUTE OF EDUCATION
DIPLOMA IN RELIGIOUS EDUCATION
The Institute provides a one-year full-time course leading to the award of a Diploma in Religious Education.
The course is conducted by members of the University Faculty of Theology and the Institute of Education and includes Biblical studies and studies in the Philosophy of Religion, Religious Education and World Religion. Special attention is given to the problems of teaching religion today, and to the nature and methods of Religious Education in the contemporary setting.
Applicants must have not less than three years' teaching experience. Serving teachers employed by local education authorities are eligible for secondment on full salary.
Application for admission should be made on application forms available from the Registrar, University of London Institute of Education, Bedford Way, London WC1H 0AL, as soon as possible and preferably not later than 11 March, 1977.

RIDGE POTTERY WEEKLY COURSES
June-September
From clay to fired pot. For details stamped addressed envelope. Ridge Pottery, Queen Camel, Yeovil, Somerset.

SOUTHAMPTON THE UNIVERSITY
M.Sc. IN EDUCATIONAL PSYCHOLOGY
There are some vacancies on this DES recognized course for direct entrants to the professional training year starting in September, 1977. Applicants must have at least equivalent qualifications to those students who are following the integrated course which involves two years' qualified teaching experience. They will be expected to make their own arrangements for secondment or other financial support.
Inquiries and application forms (to be returned by 15 April, 1977) from Course Secretary, M.Sc. (Social Sciences) in Educational Psychology, Department of Psychology, University of Southampton SO9 5NH.

TEFL COURSE
LINGUARAMA LTD
will be holding a six-day course in the
TEACHING OF ENGLISH as a FOREIGN LANGUAGE
(from April 1 to April 7, 1977)
This course is residential and will be held at the University of Kent (Darwin College), Canterbury. Candidates should possess a University Degree or Teaching Certificate or similar qualification.
A number of teaching posts in Portugal, Spain, Finland, Japan, Finland, Greece, Brazil and Italy will be available for successful trainees for the academic year 1977-1978.
The course, which is conducted by Direct Method experts, commences with supper-time on Friday, April 1, and finishes after dinner on Thursday, April 7, 1977. Fees include instruction, teaching manuals, private room and all meals as well as the use of recreational facilities.
The cost of the six-day course is £40 plus 8 per cent VAT. For further information please write to Linguarama Ltd, 5 Pall Mall, London SW1. Attention TEFL Course.

WEEKLY ACTING COURSES
THORNDIKE THEATRE
(Chapelow Theatre, Leatherhead)
Kensington
Easter and Summer
Mrs Hora, 38 Hillsboro Road, London SE22. 693 7169 or 946 2191.

ENGLISH LANGUAGE school. Intensive residential courses for overseas beginners.—Middleton Lodge, Banbury, Oxon. Tel. Banbury.

PAINT, Pot, Dye, Etch on a Hebridean Island holiday.—Brochure, Group Seven, 10 Morrison, Hill, Arnvil.

RUNNING a Field Trip? Try Quantock Lands Centre, Kingsbridge, S. Devon (Tel.: Loddiswell 237). New, large, purpose-built Centre. Ideal setting close to coast and Dartmoor. Very comfortable, precious laboratory, etc. very favourable rates. Open all year round. Apply for full details now.

Awards and Scholarships

DUNBARTONSHIRE
LOMOND SCHOOL
HELENSBURGH
BURSARIES
Lomond School, Helensburgh, which opens as an all-through co-educational school in September, 1977, following the amalgamation of St. Bride's and Larchfield, offers four bursaries giving a half remission on Tuition fees, for open competition in May 1977.
Pupils about to enter S5 and born between March 1, 1961 and March 28, 1962, are eligible. While particular emphasis will be placed on high academic achievement, due regard may be paid to particular gifts in Music, Art or Games.
Application forms and details of syllabuses are available from the Principal, Lomond School, Helensburgh, Dunbartonshire. Closing date March 11, 1977.

FRENCH PROTESTANT CHURCH OF LONDON 1977 EDUCATION AWARDS
Limited funds are available to those under 25 of French Protestant descent (and to others under 25 at the Trustee's discretion) for work or study in France, or elsewhere abroad, or for research, special projects, or the provision of special facilities for students.
Full details of these, and of other Huguenot educational awards can be obtained by sending a large stamped addressed envelope to J. Stuart Gateley, Clerk to the Governors, French Protestant Church of London (Educational Awards), Queen Anne's Chambers, 41 Tothill Street, London SW1H 9LQ.

OXFORD
ST. HUGH'S COLLEGE
Application is invited for the following postgraduate awards:
MARTIN HALL COLBRECO RESEARCH SCHOLARSHIP
The College proposes to elect to a Research Scholarship of £1,500 in Italian Studies, tenable for one year from Michaelmas Term 1977. The Scholarship is open to graduates of any university or seniority, who are engaged, or wish to engage, in work in Italian literature or history.
Further particulars from the Principal, St. Hugh's College, Oxford, to whom applications should be sent by 12th April 1977.
YATES SENIOR SCHOLARSHIP IN THEOLOGY
The College proposes to elect to a Yates Senior Scholarship of £1,000 (Supplementable) tenable from Michaelmas Term 1977. The Scholarship is open to women graduates proposing to read for a B.A. in Theology or for a B.Phil. in Philosophy and Theology or for the Diploma in Theology or the Diploma in research degree in Theology.
Further particulars from the Principal, St. Hugh's College, Oxford, to whom applications should be sent by 12th April 1977.

OXFORD
ST. HUGH'S COLLEGE SCHOLARSHIP
MOBERLY SENIOR SCHOLARSHIP
The College proposes to elect to a Moberly Senior Scholarship tenable from Michaelmas Term 1977. The Scholarship is open to women graduates to read for a higher degree.
Further particulars from the Principal, St. Hugh's College, Oxford, to whom applications should be sent by 12th April 1977.

SALESMAN
educational science equipment
We are Thomas Hope, a well established associate company in the £50m Hestair Group, and have developed rapidly in the past two years. Continued expansion means we're looking for a man or woman aged around 30 to market our new range of educational science equipment to L.E.A.s, Universities and Polytechnics, through contact with supplies officers, teachers and exhibitions.
A proven track record in selling science equipment and with established contacts are distinct advantages, but we'll also consider you if you have a scientific background, e.g., a teacher or lab technician.
You must be a self starter, as you'll be covering an area comprising a substantial part of the North West. As an aid to your success, we'll provide you with the best back-up service and advice.
We are offering an earnings potential in excess of £4,000 and provide a company car which is also available for full private use. Excellent conditions of employment include life assurance and pension schemes and full business expenses.
To take advantage of this superb opportunity please write with brief career details to:
hope
W. M. King, Sales & Marketing Manager,
Thomas Hope Limited,
Chapeltown Street, Great Ancoats,
Manchester.
" A member of the Hestair Group "

Personal

Announcements

AGENCY REQUIRES TUTORS
IN ALL MAIN SCHOOL SUBJECTS
TEACHERS and GRADUATES required for part-time home tutorial work throughout Great Britain. For details and application form send foolscap s.a.e. to:
PERSONAL TUTORS (Dept. N.2), 13 Willow Rise, Sandy, Beds.

A MORTGAGE THIS MONTH NO WAITING LIST
100 per cent advances possible. No procuration charge. Also "Assured Mortgage" Plan available for future purchasers.
Rodvale Finance, 112 Hayes Lane, Bromley, Kent BR2 9EP. 01-462 1849, 01-462 6524.

A PRIVATE ADVANCE
£25 UPWARDS
arranged without security or delay
CAMPBELL & ROBSON LTD., 107 Jermyn Street, London, S.W.1
Write, call or phone 01-839 8966

EMIGRATE WITH BREWER & TURNBULL
Free quotations and qualified advice on all aspects of overseas removals.
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The best is silence

Heather Neill on a festival of mime

Words are inadequate, of course—or at least they should be—to describe a mime. The challenge to try is irresistible but, if the task is not as bizarre as attempting to smell music or taste a landscape, one should be aware of the order of limitation. Conversely, there are things which require words for adequate expression and the body's vocabulary can be twisted into banalities easily enough when the physical is sole medium for the philosophical.

Such thoughts are prompted by the varied styles which have been on show during the recent Festival of Mime and Visual Theatre at the Cockpit in London. To mount such a festival at all, let alone one lasting over a month, deserves congratulation; there are few enough opportunities to see mime in this country. Even so, "visual theatre" is a sufficiently general term to embrace many hybrid forms; "pure" mimes are rare in Britain. Desmond Jones, who is one of them, quotes Marcel Marceau's dictum, "The Mime leans on Silence". It is a daring thing to do and few have either the courage or the skill for it.

Sonny Hayes Magic Fantasy was apparently included in the festival more for its lack of spoken word than for any positive reason. Loud music backing spoof magic, a flea circus and the occasional song add up to a show which is the opposite of pure mime, spawning tricks and details arbitrarily where the other pares down to the minimum. Not that Sonny Hayes and his assistant, Sally Windross, would claim to be mimes in this sense; their show leans, not on silence, but on "the personal fantasies of its cast". Leaning requires balance; these performers topple into indulgence.

One is left with the impression of prosaic people attempting the outrageous while sewing into their act an apology for being, after all, ordinary. What is the point of donning white face to show us how not to pull rabbits out of hats? There is no surprise: we know we must expect shoulder-shrugging failure. When the occasional illusion works the efect is little different because it is presented without panache.

The British Theatre of the Deaf made a brave attempt to come to terms with intransigent material in *The Most Dangerous Animal of All*, a fable about a rebellious adolescent and his brushes with the world of adult authority. Exploring a subject like this non-verbally leads to simplification instead of simplicity. A grotesque teacher forcefeeding the boy with KNOWLEDGE until he vomits is too comic and general an image to satirize education. This kind of symbol, the large gesture substituted for discussion, characterizes the whole play, though the fanciful episode during which the hero finds himself in a story bent on killing a dragon is much lighter and more suited to the company's talents. The central character was sympathetically played by Chris Harrowell. A fantasy curtain raiser featured Mr Harrowell and two others, one of them a round, jolly girl named Carole Tweedy who plays the clown with gusto.

Female clowns are a rare breed. Another, Miss Tweedy's physical opposite, a bony lady whose skeletal appearance has exercised the imagination of many a simile-hunting critic, is Annie Stainer. She arrived at the Cockpit trailing clouds of glory, acclaimed at the Edinburgh Fringe and in various well-known journals. Her show, *Moon*, is a spectacle that requires expertise in dance and mime as well as clowning, but also owes a good deal to the music and lighting effects provided by her husband, Reg Bolton. Annie Stainer seems to love herself, and being at ease with her long face and angular body has affection to spare for everyone else too; everything she does has an element of celebration in it. *Moon* runs the gamut from birth to death, youth to old age, joy to sadness, but, after the final phase, there is a simple, joyful resurrection. Annie Stainer is however, best as a clown; her dance with a life-size obstreperous puppet-man is quite hilarious and her wooing of this same love-object by whisking bunches of flowers from all parts of her costume has both the pathos and the child-like glee of the true clown.

A "pure" mime, one who does not interpret music or rely on anything beyond the resources of his own body and facial expression, is the most difficult to pin down in words. Suffice it to say that from the first moment of *Leaning on Silence* Desmond Jones seems incapable of performing a single extraneous gesture, of raising an eyebrow or crooking a finger more than the fraction of an inch necessary to express boredom, stealth, greed or to embody the concepts of "comedy" and "tragedy". One moment he persuades you that he has eaten his fingers while incompetently performing an illusion, the next the audience ripples with genuine horror when he "commits suicide" using the same two fingers as a gun. He is a performer who makes words seem redundant.

Capacity audiences for these and many other performers throughout the festival at the Cockpit have vindicated the faith of the organizers. There is still one more artist to see: Amiel, the Swiss mime will be appearing tonight and tomorrow at 8 pm.



Annie Stainer in 'Moon'.

Hard life, soft core

Leonard Quart on 'Network'

Network is writer Paddy Chayevsky (*Marty, Hospital*) and director Sidney Lumet's (*Murder on the Orient Express, Dog Day Afternoon*) facile satirical onslaught against our television merchandisers and mercenaries. The film depicts a struggle between the guardians of old truths like decency and individuality, and the multi-national money-changers who have stolen into the temple of Ed Murrow and Omnibus (Alistair Cooke). It is sure to be a crowd pleaser with its television lampoons, rousing monologues, collective primal screams, and savage portraits of dotty, visionary news readers and television revolutionaries.

Network takes place at a failing station, UBS. There, old time news reader Howard Beale (Peter Finch) is fired for falling ratings. This is the cue for Beale's prime time break down ("It's all bullshit"), his subsequent rise to family hour Jeremiah, and fall as an assassination victim on the terrorist inspired "Mao Tse Tung Hour". This gives Chayevsky the chance to explore the whole corrupt world of television's corporate jockeying and powerplays. Epitomized by Frank Hackett (Robert Duvall) amoral hatchetman's Nixonian diction—"Eyeball to eyeball".

Here, as in *Hospital*, Chayevsky's last honest man, is married, middle aged, old guard news department head, Max Schumacher (William Holden). Max is weary, a bit compromised, but evokes memories of the trench-coated Edward R. Murrow. His adversary is Vice-President for programming Diana Christensen (Faye Dunaway). Diana is the child of the television generation with lust inspired by a rising audience rating. Max and Diana have a melancholy affair, but what interests Chayevsky is not its emotional dimensions, but the ideological ones—the struggling decency of Max versus the callous dehumanization of Diana.

With Max as his spokesman, Chayevsky brings down his biblical wrath on the whole den of hypocrites and manipulators, who run television and society in general. The enemy is evil; there are no shadings and no ideology except profit, and power for its own sake. In this encroaching humanoid world, the left is totally absurd and corrupt—given to jargon about "ultra-left deviationism", and in the next breath raving about residuals and subsidiary rights. And the people are mesmerized sheep, supinely passive victims hypnotized by television—applauding Beale's words ("Im mad as hell, and I won't take it any more"), as well as his breakdowns.

Nevertheless, despite its intensity, *Network* is soft at its core. Max is left only with the impotent belief in truth and humanity, and memories of television's idyllic past (the "golden age" when Chayevsky and Lumet were two of the mediums leading lights.) Their ideas are empty of social implications or consequences, and offer no alternatives, only vague, life-affirming moral principles to cling to. In this vacuum, nothing except cynicism (both of the active and resigned variety) is possible. Indeed, the notion that the sober, serious American news of the fifties was any less biased and compromised by the sponsors and ruthless network executives than the showbiz dazzle of the Howard Beale hour is mere fantasy. The truth is that television never had an age of innocence, and as an institution it is too filled with self parody caricature. In the film, Lumet and Chayevsky go hunting about for the nest of vipers beyond the television networks. One of the few things they come up with is blaming it all on Arab petrodollars.

Ultimately, *Network* is a film whose words dominate its images—Chayevsky is the genuine "auteur" of the film, although Lumet tries to provide some ironic low angle shots of television corporate headquarters, theatrical crowd scenes, and grotesque lighting in Beale's revelation sequence.

But Lumet's overemphatic direction tends to fade into the background, and it is the words, eloquent, intelligent, sometimes witty, that gives the film life, and also weighs it down with self-consciousness. The words are treated with such reverence that one remembers phrases like "menopausal infatuation" and "winter passion" without the emotions or situations accompanying them. In fact, scenes and characters seem inserted for oratorical effect; Ned Beatty as a conglomerate guru, sermonizing on the gospel according to the multinational state, only beats a previously well-made point to death.

Chayevsky and Lumet have made an ambitious, chaotic film which strains to be outrageously iconoclastic, and there are moments when it draws blood; it is good on the media's infinite capacity for turning everything into a commodity. But *Network* itself seems to be packaging iconoclasm with as much aplomb as UBS wants to merchandise terrorism.

Network opens on February 17 at the Leicester Square Theatre.

Songs from the isles

Michael Grosvenor Myer on folk music

Recently issued folk records have consisted mainly of albums by well-established singers and groups—and they are well up to standard.

Ladies first: new albums from June Tabor and Shirley Collins. June Tabor, last heard on disc in collaboration with Maddy Prior, has a beautiful solo record, *Airs and Graces* (Topic 12TS298). The finely controlled decoration which marks her singing is heard here at its best.

"I intend this to be my last record", writes Shirley Collins on the sleeve of *Amaranth* (EMI/Harvest Heritage SHSM 2008). I hope not—and console myself with the reflection that similar pronouncements by Muhammad Ali and Maria Callas have come to naught. Only side one is new: a good showcase for the various facets of Shirley's highly individual style. The second side once more makes available her 1969 issue, "Anthems in Eden": "Intended to give a picture of England . . . before the maypole . . . centre of so many village greens, was replaced by the memorial stone", this was a record whose musical arrangements for eclectic wind and percussion profoundly influenced the subsequent course of the medieval and electric-folk revivals. The late David Munrow was musical director for the project, an invaluable reissue.

Gentlemen next. Admirers of Peter Bellamy, and especially of his Kipling settings, will be delighted to know that he has branched out beyond the "Puck of Pook's Hill" and "Rewards and Fairies" poems, and produced an album of settings of *Barrack Room Ballads* (Green Linnet SIF 1002, available from Free Reed, Duffield, Derby). Once more the admirable vocal harmonies of Chris Birch blend with Bellamy's distinctive and inimitable voice. I have long thought that "Danny Deever", to the air of "Derwentwater's Farewell", is the best of all his Kipling arrangements. What a pleasure to find it on disc at last And you will be amazed at how well "Gunga Din" sounds to the tune of "Maggie May".

On Banks of Green Willow (Trailer LER 2101) is Tony Rose's first solo LP for five years. He has not been idle in the interim, but has developed enormously his vocal and (especially) his instrumental techniques. Pete and Chris Coe, who provide some of Rose's choruses and accompaniments, have also a new record after several year's interval, *Out of Season, Out of Rhyme* (Trailer LER 2098); a pleasant collection of dance tunes, traditional songs, and one or two compositions of their own.

A new record from Archie Fisher, *Will Ye Gang, Love?* (Topic 12TS277) is mainly traditional, but there are a couple of his own, (not madly impressive) songs. It demonstrates yet again that Fisher has all the makings of a really good performer—good voice and instrumental technique—vitiated by some infuriating mannerisms. The worst of these is his habit of dropping his voice and swallowing his words, rendering the last half-line of each stanza totally inaudible.

Groups last. The Boys of the Lough, after their muted last album, bounce back to lively and tuneful form on *The Piper's Broken Finger* (Transatlantic TRA 333). They get better and better. Robin Morton is responsible for the production of a fine debut record from a new group from Glasgow, *The Battlefield Band* (Topic 12TS313). Like the Boys, they are an all-male quartet of multi-instrumentalists, some of whom also sing. They perform a good mixture of instrumental and vocal tracks. If they are not yet up to the Boys of the Lough's standard, they are still promising.

Another Scottish traditional group, *Silly Wizard* (XTRA 1158), makes a good sound, despite the silly name. They have a particularly fine version of the "Cruel Mother" ballad, called "Carlisle Wall". The Yetties seemed on their recent records for Argo to have become formula bound and spiritless; but, thanks to a fertile collaboration with the Sherborne Town Band, *The Village Band* (Decca SKL 5253) is much nearer to the standard of their earlier and better efforts.

Design for living

Michael Clarke

About Design. By Ken Baynes. Heinemann Educational. £6.90. 435 58063 9. £3.65. 58064 7.

"Design can best be conceived of as being about creating the future. Thought of in this way, it can be seen as being to do with deciding how we want to live in relation to the skills and resources at our disposal. But because our resources are limited and our skills are finite it is also about compromise, it is about making the most of what we have in every aspect of its, and our, potentialities: It is about what kind of physical world we want to inhabit and so, essentially and precisely, it is about ourselves and our understanding of ourselves. It is at this point that design really begins to be of interest to teachers."

Ken Baynes accurately indicates the area of his concern. He regards design as relating to the whole of our material culture and any attempt at precise definition involves arbitrary selection. The very openness excites him. Acutely aware that design is historically determined, he pays respect to the pioneers of the modern movement and institutions like the Bauhaus, but dismisses their functionalist attitudes as functional only within a specific set of references.

What they achieved was a *functionalist style*. Function cannot be detached from the other innumerable factors relating to economy, materials and techniques. Economy itself is not only a question of finance but of time and effort or the amount of risk involved. Moral and aesthetic decisions must be made; the designer is socially responsible.

The educational advantages to be gained from this inter-disciplinary activity are obvious and we might forgive Ken Baynes if, in his enthusiasm to promote the subject, he sees design students in schools as more mature, rounded, whole people than those involved in other areas of the curriculum. (Surely they must often be the same students?)

We must, I think, accept his decision to ignore the multitude of nagging questions about organization, curriculum planning, etc. that occur in all schools. That is not his subject. So lucid a presentation of the place of design in our society and the place it ought to occupy in our education system is itself sufficient, but the teacher is offered such a bounty of suggestive aids that I cannot imagine how any school library will keep the book on its shelves. It is far too good to rest there.

ETV

From Stonehenge to monkey language

Christopher Griffin-Beale on general studies

It is not always easy to distinguish schools programmes designated "general studies" from many of the network programmes that pupils could watch at home in the evening. Most schools programmes, like many adult educational programmes, have a clearly defined function and target audience but series such as *Prospect* (Radio 4 VHF Fridays 11.40) and *General Studies* (BBC1, Mondays 11.45 and Fridays 14.35) have a wider brief.

There is one difference: most programmes would hope at the most to fire individuals with enthusiasm for a subject, but these schools programmes should stimulate groups to discussion and further inquiry.

Even so, existing programmes can often be successfully adapted for schools. The middle unit in this term's *General Studies* series "The first signs of Washoe" is derived from a *Horizon* programme, apparently unchanged except for a separation into two 25-minute segments. The opening unit of the *Prospect* schools radio series, "Green and Pleasant Land", with Dr Kit Pedler, could easily sustain a repeat outside the educational context.

The first unit in this term's *General Studies* series, "Before the Romans", claimed to be the first attempt on television to provide a chronological narrative of British prehistory, including unpublished information on recent excavations.

The programmes illustrated many of the sites and explained how they were preserved, discovered and dated. We were shown how the new technique of tree-ring dating compensates for the unreliability of radio-carbon dating.

The programme on Megaliths was particularly interesting on the numerous stone rings, or "henges", of which Stonehenge is the most famous. It explained how neolithic men might have achieved the feat of transporting and erecting the stones and inferred the complex structure a society would require to organize such a task.

The programme explained the theories of Alexander Thom that the builders applied sophisticated mathematics, spacing stones in multiples of a standard measure (a "megalithic yard") and using Pythagorean triangles to shape ellipses.

The chronological summary of Stonehenge's subsequent history was confusing in detail, though it emerged that Stonehenge's conferred power on its guardian tribes until climatic changes reduced its value for astronomical observation.

The next unit, "The first signs of Washoe", showed the first allegedly successful attempt to teach a chimpanzee language. The chimpanzee was brought up in the home of an American academic couple almost as their child and was taught an established American sign language.

Film evidence from the decade of experiments suggested that Washoe understood the concepts which the signs represent, and used them in original contexts. The programme raised many questions about the nature, function and acquisition of language.

Dr Kit Pedler's programmes "Green and Pleasant Land", the first unit in this term's *Prospect*, were models of intellectually exciting radio. This investigation of pollution avoided sensationalism but also avoided balancing arguments. Dr Pedler left us in no doubt about his attitude to pollution and the responsibility of science. But a clear viewpoint arguably engages pupils' attentions more effectively, provided they are encouraged to question it.

Pedler brought to the subject a penetrating, original analysis and a new historical context, examining the despoliation of Britain from medieval times (when already one Welsh forest was completely exhausted by the demands for fuel), with historical quotations—including a medieval hymn to Mother Earth. These two approaches combined in his illuminating use of myth as metaphor, referring to the Faustian bargain man has struck with technology ever since the steam engine was invented to pump water out of coal-mines to ease the mining of its own fuel.

Pedler raised questions to challenge interpretations of history and science—notably the distinction between science and technology—questions which cut across contemporary barriers between artist and scientist, romantic and realist.

Pedler's conclusion, the need for what he called "Second Law Living" that conserved energy and combated entropy, made him optimistic. Not content with implying so many challenging questions, Pedler offered listeners a list of ideas for active discussion. He presented his ideas with clarity and wit.

Prospect continued with a current affairs programme in which Charles Armour, head of BBC schools radio, talked to Christopher Serpell about his recent trips to Africa, lucidly comparing Kenya, Tanzania and Nigeria. His image of a Lagos street, with two Mercedes outside a house amidst uncollected garbage, captured the contradictions of Africa's emergent industrialization and raised all kinds of comparisons with the earlier programmes.

General Studies concludes the term with a unit on "Design in Everyday Life" and "A Question of Priorities" will examine the needs and aspirations of different age groups in contemporary society.

Film

Realistic approaches

Graham Wade at the first Grierson Day

John Grierson pioneered the documentary film movement during the inter-war years in Britain, and his work was recently commemorated at the first Grierson Day, held in the National Film Theatre, London. Organised by the newly formed Grierson Memorial Trust, the activities are designed to stimulate interest in good quality short and documentary films and to raise money to make them.

The day began with a brief film-clip of Grierson speaking in 1959 of the harsh difficulties he and his colleagues had confronted in their attempts to gain acceptance for their new type of film-making. This session, "The Magic of the Cinema", was aimed primarily at children, with the accent on the practical aspect of film production.

Kevin Brownlow, whose films include *It Happened Here* and *Winstanley*, delivered a lecture on the history and roots of the documentary film. He showed some rare sequences of Abel Gance's *Napoleon*, made in the mid-1920s, which anticipated the hand-held camera techniques and fast cutting devices of many modern films.

Three students from the National Film School provided some constructive insights into animation methods with illustrations from their own accomplished work, and the session concluded with a showing of part of *White Rock*, a documentary feature about the Winter Olympics. This contains a split screen sequence of how a ski-jumper sees his leap through mid-air, which was achieved by attaching two lightweight cameras, originally developed for space-craft, to each of his ski-boots.

The afternoon programme on the theme of "Film and Social Responsibility" (including television) was mainly concerned with the relationship between broadcasting and education. Professor Jim Halloran, from the Centre of Mass Communication Research, Leicester University, began by attacking the over-concentration of much previous research on the relationship between the media and violence, juvenile delinquency and anti-social behaviour. He felt it would be more useful to focus attention on the underlying causes of violence than to dwell on the superficial signs of conflict in society.

Professor Halloran criticized the British media for their treatment of race questions which he said they had consistently presented in terms of blacks posing "a threat and a problem" to the white population. He finished by saying that after many years of following false trails, at last research was beginning to ask the right questions about the media, and he would welcome the cooperation of media practitioners in the work ahead.

Brian Groombridge, formerly head of education at the IBA, quoted Grierson's words: "education is activist or nothing". Groombridge saw society as divided, and hoped that television could help overcome differences by expanding the small gestures it had already made in the direction of more inter-active broadcasting. He mentioned access, and the uses of low-gauge television technologies—"Up with guerrilla video as a community tool".

The final speaker, Philip Whitehead MP, former television producer and member of the Annan Committee, drew on the recently published *Bad News* which found widespread bias in the manufacture of British TV news. One example this book unearthed was the fact that throughout the 13 week-long Glasgow dustcart drivers' strike in 1975, not a single striker was allowed to put his views forward in a news interview.

Apart from the news, Whitehead felt that many series such as *The Brothers* and *Coronation Street* had a dangerous, long-term effect in providing their audiences with a false picture of the society around them. Conversely, films made by directors outside mainstream television, which adopted a more realistic approach to the world as people actually live in it, often failed to gain any exposure.

The most articulate of Whitehead's statements came through a piece of film he had chosen. *Behind the Rent Strike* was made by the National Film School, and the scene selected had been shot quite by chance. It showed an unambiguous reality in the daily life of a school. The occasion was the visit of a local plain-clothes policeman to the school to give a talk on law and order to the pupils.

Towards the end of his lecture the policeman looks around the fearful faces of his young audience and says he has noticed that several of them have not been attending. These children are the bad ones who will make potential criminals, and because of this he has memorized their faces. He adds: "I'll be visiting your homes to lock you up one day."

No doubt Grierson himself would have applauded this type of socially committed film-making. The pity is that so few films in this documentary tradition ever get made. And even fewer get the audiences they deserve.

Briefings

Radio and tv

Further education and general interest

Holding On (Sunday 22.00, ITV)

A play by Mervyn Jones tracing the gradual disillusionment of an East End docker and the collapse of family traditions.

Vivat Rex (Sunday 21.03, Tuesday 15.05, Radio 4)

This 26-week series tracing the fortunes of the English crown through 200 years from Edward II to Henry VIII continues with Richard Burton as the storyteller. This week deals with the reign of Edward III (Keith Michell).

The Education Debate (Tuesday approximately 23.14, BBC 1; Thursday 15.30 BBC 2)

Two programmes dealing with the child-centred approach to teaching. Anne Jones, head of Vauxhall Manor School, supports the new methods but fears a loss of structure and direction. Next week her ideas are challenged in studio discussion.

Oedipus Tyrannus (Sunday 11.00, BBC 2)

New series of plays produced for the Open University. Oedipus is the first of 16 selections from great European dramas. This production concentrates on the discovery of his true identity and the tragedy that follows.

For schools

Maths Workshop 2 (Monday 9.38, BBC 1)

Ten to 11-year-olds see some of their own work in "Round-up three". The magazine-type programme features children making a rocket, an animated film on the triangle and experiments on the binary system.

How We Used to Live (Monday 9.57, Thursday 11.39, ITV)

"Black-out (1939)" shows eight to 12-year-olds what it was like at the beginning of the Second World War. A new family has moved in to 13 Sultan Street, but should they send their children to a safer place?

Merry-Go-Round (Monday 10.00, Thursday 9.41, BBC 1)

Seven to nine-year-olds go "Looking for Vikings". This week children learn what it was like to live under the threat of Viking invasion. Subsequent programmes include the exploits of King Alfred and a dramatization of *The Raven and the Cross*.

The World Around Us (Monday 11.17, ITV)

Ten to 12-year-olds look at another aspect of Viking conquest as they begin a unit on "Iceland". Viking times are contrasted with life in modern Reykjavik.

Springboard (Monday 11.20, VHF 4)

A dramatized programme for seven to nine-year-olds telling the story of Lindy, a city child evacuated to the country during the war, and her corn dolly, "John Barleycorn". The aim is to explore links between myths and harvest customs.

Masterworks (Tuesday 9.10, VHF 4)

Five programmes featuring the special qualities of great works of art. Peter Fozzard presents, for the over-14s, extracts and comments on Gogol's *The Government Inspector*.

My World: Real Life (Wednesday 9.30, Friday 11.00, ITV)

Infants see how seedlings are planted and young trees protected from animals. Next week the forester fells trees for timber.

Europe from the Air (Wednesday 14.18, BBC 1)

"Clusters" explains in basic terms the locational factors behind three dense concentrations of population and economic activity. Thirteen to 16-year-olds study Rotterdam, the Ruhr and Frankfurt.

Prospect (Friday 11.40, VHF 4)

Sixth forms begin a new unit entitled "A Question of Priorities".

Common or garden wonders

Michael Church

BBC1
It's Our Turn. Mondays, 17.10
Heads and Tails. Wednesdays, 13.45
Take Hart. Tuesdays, 17.10
The Flumps. Mondays, 17.45

Most of us are "for" access broadcasting, just as we are "for" freedom, justice and equality of opportunity. But the danger with this current hooray-word, as with all the others, is that it can be used as an automatic seal of approval for activities of dubious value.

If its first instalment is anything to go by, *It's Our Turn* is a perfect example of this melancholy principle in practice. The producer insists that the series is not looking for future stars but "giving an outlet to some of the considerable talent which exists in our schools". Each programme will have "its own individual regional flavour", but the common factor will be "the optimism and enthusiasm of all the children".

Carefully selected groups of 13 to 15-year-olds will offer "drama, improvisation, song and dance, with some of the material invented by the schoolchildren, and some in collaboration with their teachers and with professional writers".

Few would deny the existence of "considerable talent" in every school but this commodity was simply not in evidence in the first programme from Leicester. Apart from two nicely turned sketches, the general level of writing and acting was depressingly low. The underlying assumption seemed to be that as long as the youngsters visibly emoted and did a little gentle role-playing, that was enough.

What we saw looked very much like the routine drama work that springs out of routine courses, neither better nor worse than that which goes on daily in thousands of secondary schools.

By all means let children put on sketches, and even spend a day in a television studio. But do not broadcast their achievements to the nation unless these are in some way special.

Other rather better things were also unveiled by the BBC this week, notably *Heads and Tails*, a first-rate series about British animals and birds for very young children. The commentary, with songs, is charmingly direct and informative. The film itself, much of it shot by the Bristol Natural History Unit, dwells rivetingly on common or garden wonders.

Take Hart stars Tony Hart, the hero of *Vision On*, who demonstrates the dazzling effects which can be obtained through the application of simple artistic notions to commonplace materials. His approach is facile (in both good and bad senses of the word) and will undoubtedly stimulate children.

The Flumps—"six round, furry creatures"—are intended to constitute the under-fives' own sitcom series. Words, music and scenery are all agreeably zany; the Flumps themselves stand firmly in that still-prevalent tradition which stylizes humanity's richness and variety out of existence.

Competitors

A competition for a 10,000-word essay is being organized by the BBC, the Polytechnic of Central London and the Adult Literacy Support Services Fund in connexion with the BBC adult literacy project.

Students of marketing can win £150 for ideas on selling books to people who cannot read. Individual or group entries can be submitted.

For a detailed brief and application form, write to Don Milner, senior course tutor in marketing, Polytechnic of Central London, 309 Regent Street, London, W1.

A prize of £300 is also being offered for an original Cantata by *Time and Tune*, the BBC radio programme which introduces music to the seven to nine age group. Anyone over 18 can enter and competitors should provide the words and the music for their choral compositions, which must not last longer than 19 minues. The closing date for entries is March 20. Write to *Time and Tune* Cantata Competition, BBC, London W1.